



Boarding  
& Day  
School  
for Girls



# Frensham

## EDUCATIONAL AND FINANCIAL REPORT 2024

1 July 2025

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



# Frensham Schools

WINIFRED WEST SCHOOLS LIMITED

ABN 14 000 025 267

## Theme 1: A Message from the Key School Bodies

### Board of Governors of Frensham Schools Message from the Chair of Governors

The 2024 year was a remarkably good year for Frensham Schools. The energy and optimism on campus was evident everywhere. The School's academic performance has returned to Board expectations as a non-selective, all girls boarding school. Mr Geoff Marsh is leading a revitalised Executive Leadership team, and the School is very settled.

The Land and Environment Court's decision in March 2024, after nearly two years of engagement, allows the School to commence the Holt Accommodation Project - sure to be a major point of difference for Frensham once completed.

In May we opened the Frensham two-court Sports Hall and named the sports precinct the "Gillick Sports Complex." It is fitting that we honour Ms Gillick's foresight and vision, which ensured the completion of our outstanding sporting facilities.

Various community-building functions were held throughout the year including:

- The welcome function for new families in February, where 300 people gathered around the Deer Pond,
- Frensham's 111th Birthday Celebrations on June 1 and 2,
- The Bush Dance was held for the first time in 6 years, more than 1000 attendees, and
- Giving Day in September.

In February, the Board made the difficult but necessary decision to pause certain activities at Sturt and appointed a Sturt Review Committee (SRC) to make a recommendation which would guide Sturt towards greater financial stability and operational success.

The SRC's report to the Board recommended a more independent model that would ensure a sustainable and viable future for Sturt. Currently the Sturt Implementation Committee, being stage two of the action plan, is under way and they will complete their brief to the Board in the coming months.

The following facility upgrades were completed in 2024

- North West Classroom Refurbishment
- Staff Room Refurbishment
- Replacement of storage shed outside the Frensham Sports Hall
- Electrical services upgrade with the replacement of the main switchboard
- Stage one of the Outdoor Learning Area at the Junior School

The following facility upgrades are in progress

- Stage two of the Gillick Sports Complex tennis courts resurfacing
- Improved ventilation and lighting in the boarding houses

The Board is satisfied with the ongoing financial strength and stability of the Schools and Foundation.

## Winifred West Schools Foundation Ltd

Philanthropy at Frensham is about more than fundraising—it's about fostering a culture of service and action for the common good. In 2024, the Foundation worked closely with School leadership and the Board of Governors to further this mission, delivering key initiatives that reflect the spirit of the School.

The Winifred West Legacy continues to grow. The annual Custodians' Lunch at Centennial Vineyards was a highlight, featuring stories from Old Girls and interactions with Year 12 students. The newly launched Custodians Book—a beautifully crafted, calligraphed volume—ensures each bequestor is honoured in perpetuity. The Program's national recognition at the Educate Plus International Conference affirmed its success, as well as the commitment of the Bequest Committee.

Our 2024 Giving Day raised over \$533,000, enabling four new bursaries in 2026. Funds raised in 2022 are already supporting four current students. These outcomes reflect the generosity of donors, the energy of volunteers, and the strength of our community.

The opening of the new Sports Hall was another milestone, with donor-funded enhancements supporting year-round sport. In addition, The Elisabeth Maynard Writer-in-Residence Program, launched with a \$100,000 gift, will begin in 2025 with Dr Amy Lovat, an educator and writer aligned with Frensham's values.

Named scholarships and bursaries continue to support students across the School. The Bush Dance brought the Livestock Enterprise to life, with a live cattle auction funding bursaries for rural girls.

Staff were also supported, with the Foundation Scholarship for Professional Learning awarded to Nathan Bessant for professional learning at Harvard.

Finally, the third edition of our *Impact of Giving* magazine shared stories of how donor generosity is shaping the lives of students—ensuring the legacy of giving endures.

## Frensham Fellowship (Alumni)

In 2024, Fellowship was led by Mrs Sam Kennedy, elected in June 2023, alongside the Fellowship Committee. Together, they remained committed to strengthening connections among Old Girls and upholding the traditions of love and service that define the Fellowship community.

Highlights of the year included the annual year reunions, the AGM at Frensham, and several Memorabilia Stalls held during reunion weekends. A special moment was the welcome of the full Year 12 cohort into Fellowship at the Year 12 Breakfast Service.

The Christmas stall at Final Prayers, launched for the first time in 2024, brought Fellowship to life by encouraging the community to contribute homemade produce and their time. This shared effort fostered a strong sense of connection and belonging, which is a uniquely Frensham quality as demonstrated by the many generations of Old Girls who remain connected to the School through daughters and granddaughters, nieces and cousins.

Fellowship introduced a Careers Networking Program to connect Old Girls with students, graduates, and the wider community for professional insights and support. The first Networking Evening was held in Sydney in May 2024 with a panel of four Old Girls representing the fields of law, finance, journalism, and business entrepreneurship. This initiative will continue to grow.

Drinks for Fellowship Europe were held in London bringing together Europe-based Old Girls, building global connections and welcoming new members to the network.

Underpinned by the Committee, these initiatives will continue to evolve with the support of the Fellowship community, to set Frensham apart as a strong network of women who demonstrate shared values.

## **Frensham Parent Advisory Committee**

The Frensham Advisory Committee, Chaired by Mrs Sarah Clifton, met once each term and agenda items included general queries re School communication and operations and opportunities for students, as well as topics for deep focus:

- Mid-Term breaks
- Boarding: Leave tracking; Boarding Forum; Junior Boarding Houses; room allocations; storage during the holidays; opening of houses at start of term; weekend activities.
- Online parent information sessions
- Parent Surveys
- Leave process
- Year group parent events; closed weekends/Year weekends
- Co-educational activities
- Parent Communication portal: Schoolbox
- Smart phones for students

Committee members also offered generous support to parents of new students.

## **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 2024, 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 Program, 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 program where they contribute to areas such as: Riding for the Disabled, Nursing Home visiting, environmental projects and charity fundraising.

## 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 350+ student population board. A school of choice for Australian families living and working overseas, and for the Sydney and rural communities of New South Wales, Frensham's reputation for and commitment to 21st century boarding are such that many local students also choose to board.

Frensham is outward-looking and forward-thinking, providing a rigorous and personalised academic program 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 program 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.

The key drivers for parent selection of Frensham for their daughters are:

- 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 Program, 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 2024**

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, 2024, 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 19th year in succession and confirmed the trend of Frensham students making significant gains in academic results over the final two years of schooling.

Support programs, individual interventions and differentiated teaching programs for Years 7 to 10 contribute to value-adding in the areas of Literacy and Numeracy.

### Higher School Certificate 2024

In 2024, a significant overall achievement of the cohort was linked (as in 2021, 2022 and 2023) to the fact that 100% of students achieved offers of places in tertiary courses of their choice by the completion of offers in January 2025, many also gaining highly competitive scholarships to support their studies.

#### AUSTRALIAN TERTIARY ADMISSIONS INDEX (ATAR)

- **Frensham's highest achiever gained an ATAR of 98.8**
- **15%** of Year 12 achieved an ATAR **above 95**
- **33%** of Year 12 achieved an ATAR **above 90**
- **60%** gained at least one '**top Band**' result
- **Extension studies** were undertaken by **45%** of Year 12 – with excellent results (English, Mathematics, History, Languages, Music, Science are the Extension courses offered in NSW)

Further information is available in HSC Results 2024 on the School's website: <https://www.frensham.nsw.edu.au/wp-content/uploads/2025/01/Frensham-HSC-Results-2024.pdf>

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

Year 12	Qualification/Certificate
2024	HSC
2024	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

A summary of professional development activities undertaken by Frensham Schools staff throughout 2024 are noted below:

Professional Learning Activities	Number of Staff Participating
Pedagogy – including KLA specific	23 teachers <ul style="list-style-type: none"> <li>All staff contributed to faculty based projects.</li> <li>All staff attended sessions on teaching and learning framework.</li> <li>All teachers attended a session on 2025 teaching and learning goals.</li> </ul>
New Syllabus Implementation Programming	12 teachers
Wellbeing/Pastoral	<ul style="list-style-type: none"> <li>All Frensham Year coordinators completed the Mental Health First Aid course.</li> <li>All teachers attended workshops by Lorraine Cushing-Kleber (Psychologist).</li> </ul>
Accreditation	2 teachers
Compliance	<ul style="list-style-type: none"> <li>All teachers completed their First Aid or updated their CPR qualifications.</li> <li>All teachers attended seminars on Managing Risk.</li> <li>All teachers attended a seminar on Psychosocial Hazards in the workplace.</li> <li>All teachers attended a seminar on reportable conduct by Element Beecroft.</li> </ul>
Network Meetings and Conferences	14 teachers
Leadership Conferences	6 teachers
Data and assessment	All Frensham teachers attended an assessment update on new policies.
Schoolbox (LMS) workshops – variety of uses/aspects	1 teacher
Disability and inclusion	<ul style="list-style-type: none"> <li>4 teachers</li> <li>All teachers attended a workshop on NCCD moderation (Frensham and FJS).</li> <li>All teachers attended a session on IEP processes.</li> </ul>

Professional Learning Activities	Number of Staff Participating
Teacher Learning Communities (TLCs)	All teachers completed TLCs on the following topics: 1. Teaching and Learning Frameworks 2. Using Student Data for Learning 3. Teaching and Learning Focus - Gifted Education 4. New Curriculum/Teaching and Learning Focus
Other	<ul style="list-style-type: none"> <li>1 teacher attended ELC Australia National Conference.</li> <li>All staff attended sessions on new Teacher Growth and Development Plan.</li> <li>All teachers attended a session on Character Education.</li> </ul>

In addition, a number of teachers undertook HSC marking to further their understanding of the subject area at HSC level.

### 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.	49
(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.	0
(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	2
Proficient Teacher	47
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>49</b>

## Theme 6: Workforce Composition

School Staff 2024	Number of Staff
Teaching staff	49
Full-time equivalent teaching staff	45.8
Non-teaching staff (includes House Staff)	47
Full-time equivalent non-teaching staff (includes House Staff)	32.4

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 [2022/2024]

95.2% (60 of 63 students) who completed Year 10 in 2022 continued on to complete Year 12 in 2024 at Frensham.

Comment: This was a similar retention rate to 2023 (95.3%).

### Attendance Rates 2024

Year	Rate
7	94.60%
8	93.93%
9	94.99%
10	93.39%
11	96.91%
12	95.88%

## Post-School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2024 HSC cohort.

The listing highlights the diversity of interest and significant achievement by individuals and by the group as a whole.

Year 12 2024 are congratulated for their achievements in terms of Tertiary Placement offers. This information comes to us in various forms but as at today we are aware of offers through the following tertiary institutions *Australian Catholic University, Charles Sturt University, ICMS, Macquarie University, RMIT, University of Canberra, University of New England, University of Newcastle, University of Melbourne, University of Notre Dame, University of Sydney, University of Technology, University of Wollongong, UNSW, Western Sydney University*, in courses that include the following:

- Bachelor of Advanced Science (Pre-Medicine)
- Bachelor of Agriculture
- Bachelor of Agriculture Science
- Bachelor of Animal Science
- Bachelor of Applied Science (Exercise and Sport Science)
- Bachelor of Applied Science (Occupational Therapy)
- Bachelor of Applied Science (Physiotherapy)
- Bachelor of Applied Science (Speech Pathology)
- Bachelor of Arts
- Bachelor of Arts and Bachelor of Laws - full time at University of Sydney
- Bachelor of Business
- Bachelor of Business (Sports Management)
- Bachelor of Business Administration
- Bachelor of Business and Bachelor of Laws
- Bachelor of Business/Bachelor of Media and Communications
- Bachelor of Clinical Science (Medicine)/Doctor of Medicine (MD)
- Bachelor of Commerce and Bachelor of Advanced Studies
- Bachelor of Commerce and Bachelor of Laws
- Bachelor of Commerce and Bachelor of Psychology
- Bachelor of Commerce via Diploma of Commerce
- Bachelor of Communication
- Bachelor of Communication (Journalism)
- Bachelor of Communication (Strategic Communication)
- Bachelor of Design in Fashion and Textiles
- Bachelor of Economics
- Bachelor of Economics combined with Bachelor of Arts or Bachelor of Science
- Bachelor of Education (Early Childhood)
- Bachelor of Education (Primary Education)
- Bachelor of Engineering Honours (Civil)
- Bachelor of Engineering Honours and Bachelor of Arts
- Bachelor of Engineering Honours and Bachelor of Science
- Bachelor of Event Management
- Bachelor of Exercise and Sport Science
- Bachelor of Information Technology
- Bachelor of Laws Bachelor of International Studies
- Bachelor of Liberal Arts and Science
- Bachelor of Management (Sport Business)
- Bachelor of Marine Biology and Climate Change
- Bachelor of Marketing and Public Relations

- Bachelor of Marketing and Public Relations/Bachelor of Communications and Media
- Bachelor of Media and Communications
- Bachelor of Media/Bachelor of Arts
- Bachelor of Medical Studies/Doctor of Medicine, Bachelor of Arts/Bachelor of Medical Studies/Doctor of Medicine
- Bachelor of Music
- Bachelor of Nursing
- Bachelor of Nutrition Science
- Bachelor of Pharmaceutical Medicine/Master of Pharmacy
- Bachelor of Planning
- Bachelor of Psychological Science
- Bachelor of Psychology
- Bachelor of Science
- Bachelor of Science (Biotechnology/Medical Science)
- Bachelor of Science (Flexible)
- Bachelor of Science (Medical Science)
- Bachelor of Science and Bachelor of Laws
- Bachelor of Sport and Exercise Management
- Bachelor of Sport and Exercise Science Bachelor of Creative Intelligence & Innovation
- Diploma of Information Technology

## Academic and Activity Awards and Tertiary Entry Achievements

### Early Entry Programs

Over 65 conditional or unconditional offers from the following institutions: *Australian National University; University of Canberra; Charles Sturt University; National Art School; University of Newcastle; University of New England; University of Notre Dame; Macquarie University; University of Wollongong; University of Technology Sydney.*

### Scholarships and Other Awards

- University of Sydney - *Future Leaders Scheme*
- *Macquarie Leaders and Achiever's Early Entry Scheme*
- University of Wollongong - *Illawarra Principal's Recommendation Scholarship*
- University of Notre Dame - *Future Business Leaders (FBL) Program*
- University of Sydney *MySydney Scholarship*
- *Cuppaidge Scholarship for Visual Arts*
- *ADF Long Tan Youth Leadership & Teamwork Award*
- *Year 12 ICAS Medal for English*
- *Year 12 Latin Gold Medal and Summa Cum Laude for National Latin Exam Intermediate Reading Comprehension*
- *ARTEXPRESS HSC 2025 Exhibition*
- *SHAPE HSC 2025 Exhibition*
- *ENCORE*
- *ONSTAGE*

## 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 349 students [as at December 2024] of whom 73% are boarders [either weekly or full boarders]. Students come from diverse 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 December 2024 the demographics of the School were:**

- Rural 42%
- Southern Highlands 39%
- Sydney 16%
- Overseas/Interstate/Other 3%

See MySchool website for 2024 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 programs 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 2024:

Policy	Changes in 2024	Access to full text
<p><b>Child Protection Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating ‘reportable conduct’</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	Reviewed and amended	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
<p><b>Positive Peer Relations Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• all members of the community</li> <li>• promotion of personal growth and self-esteem</li> <li>• building positive relations by managing and eliminating unacceptable behaviour</li> </ul>	Reviewed by all Staff	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
<p><b>Behaviour Management Policy</b> 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.</p>	Reviewed and amended	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
<p><b>Studies Policy</b> is prepared as a guide for Staff regarding policy and practice at Frensham. It encompasses</p> <ul style="list-style-type: none"> <li>• Values, Aims, Objectives</li> <li>• Models for teaching practice</li> <li>• Differentiated Learning</li> <li>• Faculty Programming</li> <li>• Standards Policy</li> <li>• Approach to Learning</li> <li>• Assessment Policy</li> </ul>	Reviewed and amended	Studies Policy available to parents on request by contacting the School and available on School Portal (Schoolbox)

Policy	Changes in 2024	Access to full text
<p><b>Stage Handbooks</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Stage 6 Handbook is a reference guide for students undertaking Preliminary and Higher School Certificate Courses.</li> </ul>	<p>Stages 5 &amp; 6 amended</p>	<p>Stages 4 and 5: Information Book plus year-specific correspondence.</p> <p>Stage 6: all students issued with a copy.</p>
<p><b>Sexual Discrimination Policy</b></p> <p>Frensham is committed to providing all staff and students with a working environment free of sexual harassment.</p>	<p>Reviewed</p>	<p>Staff Handbook Summary and explanatory notes of the Act are available from the Head.</p>
<p><b>Policy on School Uniform</b></p> <p>School uniform is worn for all daily lessons/activities and at most school functions.</p>	<p>Reviewed</p>	<p>Parent Information Book available on School Portal (Schoolbox)</p>
<p><b>Dealing with critical incidents</b></p> <p>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>	<p>Reviewed</p>	<p>Parent Information Book available on School Portal (Schoolbox)</p>
<p><b>Accident Management Procedures</b></p> <p>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>	<p>Reviewed</p>	<p>Staff Handbook available on School Portal (Schoolbox)</p>
<p><b>Fire Regulations Policy</b></p> <p>Information and instruction sessions are held once per semester.</p>	<p>Reviewed</p>	<p>Staff Handbook Fire Log available on school portal (Schoolbox)</p>
<p><b>Lockdown Policy</b></p> <p>Information and instruction sessions are held once per year.</p>	<p>Reviewed</p>	<p>Staff Handbook available on School Portal (Schoolbox)</p>
<p><b>Communications Policy</b></p> <p>Communication with parents is achieved through:</p> <ul style="list-style-type: none"> <li>• Yearly Calendar</li> <li>• Newsletters</li> <li>• Variation to routine forms</li> <li>• Parent Weekends</li> </ul>	<p>Reviewed and amended</p>	<p>Parent Information Book and Staff Handbook available on School Portal (Schoolbox)</p>

Policy	Changes in 2024	Access to full text
<ul style="list-style-type: none"> <li>• Reports</li> <li>• Schoolbox</li> <li>• Year group emails</li> <li>• Online parent surveys</li> </ul> Protocol for communications is outlined in the Parent Information Book.		
<b>Work Health and Safety Policy</b> In order to implement the general provisions of the policy, a program of activities and procedures is in place and is continually updated and acted upon.	Reviewed	Staff Handbook
<b>Security Policy</b> Outlines the security arrangements for the campus.	Reviewed	Staff Handbook
<b>Policy on the use of ICTs</b> 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	Parent Information Book and Studies Policy available on School Portal (Schoolbox)
<b>Daily Routines including</b> <ul style="list-style-type: none"> <li>• Student absence</li> <li>• General movement</li> <li>• Maintenance</li> <li>• Standby lessons</li> <li>• Prep supervision and Lunch supervision</li> </ul>	Reviewed and amended	Staff Handbook available on School Portal (Schoolbox)
<b>Boarding Manual for Staff</b> 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	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 2024	Access to full text
<p><b>Behaviour Management Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• a process for managing unacceptable behaviour</li> <li>• a process that aims to develop self-discipline in students; discipline is therefore based on a trust system</li> <li>• a general expectation that students will be polite, punctual and tidy at all times</li> <li>• an understanding that all drugs, including alcohol, cigarettes and vapes are forbidden</li> <li>• an understanding that school property will be treated with care</li> </ul>	Reviewed and amended	Staff Handbook Parent Information Book <i>Managing Unacceptable Behaviour flowchart</i> available on School Portal (Schoolbox)
<p><b>Positive Peer Relations Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• all members of the community</li> <li>• promotion of personal growth and self-esteem</li> <li>• building positive relations by managing and eliminating unacceptable behaviour</li> </ul>	Reviewed by all Staff	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 Book and the student diary and on the School’s intranet.

Policy	Changes in 2024	Access to full text
<p><b>Grievances and Disputes Policy</b> This document sets out the procedures to be followed at Frensham where a problem arises within a teacher’s performance of duties.</p>	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p><b>Grievance Handling – Best Practice Policy</b> – This policy sets out the procedure for handling discrimination/harassment grievances at Frensham. In summary, grievances are handled:</p> <ul style="list-style-type: none"> <li>• confidentially</li> <li>• impartially</li> <li>• fast</li> <li>• according to clear policy/procedure</li> </ul>	Reviewed	Staff Handbook available on School Portal (Schoolbox)

Policy	Changes in 2024	Access to full text
<p><b>Recruitment Policy</b> Frensham is an Equal Opportunities employer. All staff must consent to employment according to the conditions in the Child Protection legislation.</p>	<p>Reviewed and amended</p>	<p>Staff Handbook available on School Portal (Schoolbox)</p>
<p><b>Privacy Policy</b> 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>	<p>Reviewed</p>	<p>Staff Handbook available on School Portal (Schoolbox)</p>
<p><b>Complaints Handling Policy and Procedure</b> This policy and procedure applies to Frensham Schools in handling complaints made in respect of services provided by the School or against staff members, which includes employees, contractors and volunteers.</p>	<p>Reviewed</p>	<p>A-Z of Frensham Staff on School Portal (Schoolbox)</p>
<p><b>Statement on Discrimination, Harassment and Bullying for Employees, Contractors and Volunteers</b> This statement outlines the legal obligations of staff, the behaviour expected and what constitutes discrimination, harassment, and bullying in the workplace.</p>	<p>Reviewed</p>	<p>A-Z of Frensham Staff on School Portal (Schoolbox)</p>

## Theme 10: School Determined Areas for Improvement

Frensham Schools maintains a commitment to the mission and core values, to prioritise and sustain what matters: relationships: – student and community connection and care as well as a clear sense of purpose – to strive, persist and problem solve.

### Character Education

In continuing the development of the Frensham Character Education Framework, staff met with consultant Dr Phil Cummins to discuss the key priorities for the year ahead. The Character Education Framework, a distinct differentiator for Frensham, and closely linked with the Jamieson Program, is being further developed to include a strand for new staff onboarding, student leadership, and connecting Character in the Classroom through the schoolwide approach to pedagogy.

Character education this year combined pastoral care initiatives and competency-based approaches offering girls a rich and rewarding experience during the Form program. Year Co-ordinators and Form tutors organised age-appropriate activities highlighting Character features, School values and 21st Century key competencies. These were blended using online wellbeing courses, face to face workshops from external presenters, daily Form sessions and weekly Year group meetings. The smaller setting of Form groupings provided a perfect situation for robust discussion about critical issues concerning young people and subsequently fostered greater self-efficacy and a strong sense of belonging.

Each Year group focused on a specific competency, linking these competencies with academic, physical, spiritual, social, and emotional learnings.

- **Years 7 and 8** explored the concept of flourishing and began to understand how wellbeing directly impacted their health both physically and mentally. They were introduced to the concept of grit and how a growth mindset could benefit them in challenges. The role of vision was also explored, noting that their vision makes them critical thinkers and effective communicators. Students learnt practical ways to improve their Wellbeing, pondered questions about Vision & Grit and importantly the program encouraged positive peer relationships.
- **Years 9 and 10** looked at broadening their experiences by focusing on the future and developing their social and emotional maturity. They worked on Service to others, learning to respond generously and embracing individual differences. Like the Years 7 and 8 program, grit and wellbeing were also addressed, introducing simple strategies that could be used to increase self-awareness and flourish in life. Leadership styles and leading through service was spoken about, combined with a reflection on the factors that influence self-esteem.
- **Years 11 and 12** focus changed as the year unfolded, addressing the need to be innovative in their leadership roles and adaptive in the way they learnt. Their grit was put into practice, exploring real world examples of grit and adversity, seeing challenge as opportunity and failure a friend that can help them learn and grow. They developed an understanding of the importance of building healthy relationships and identified traits needed to sustain long-lasting friends. They became solution architects, striving forward and remaining positive. In addition to this, Years 11 and 12 had Careers sessions, looking forward into their futures, including tertiary options, university applications and other aspects of life beyond school in the careers space.

## Frensham Studies

Frensham graduates are confident, respectful, curious, creative and grounded. Inspired by a strong sense of purpose, they understand that the challenge, 'In Love Serve One Another', calls on them to develop their talents and use them to make a meaningful contribution to the common good. Throughout their lives, our graduates demonstrate the skills and willingness to make a positive difference in the world. In Frensham Studies, students learnt six 21st century values while exploring Frensham's history. Girls study the words of Winifred West and her longstanding impact on the School. These values are:

- Confident and Self Assured
- Willing Contributor
- Curious and Adaptive Learner
- Respectful and Active Citizen
- Grounded Future Builder
- Solution Architect

## Student Welfare

Ongoing improvement of Student Profiles and communication of information amongst colleagues responsible for student welfare was achieved through regular 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 wellbeing within the Houses and on the Academic Campus 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.

## Staff Development

[See summary of professional learning programs in Theme 5 of this Report]

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

- To meet the individual learning needs of all students by personalising programs, 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 programs, 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.

The improvement of teaching practice through research-based action remained the priority for Teaching and Learning development and the Teacher Learning Community (TLC) process for professional learning was enriched and inspired by international consultants working on campus with our staff via Zoom.

## Facilities and Resources

### Frensham Schools Master Plan 2035

In accordance with the Frensham Schools Master Plan 2035 and annually reviewed Capital Expenditure Priorities, important progress was achieved:

- Two-court Gymnasium (Frensham Sports Hall) for Netball and Basketball (Games Field) was completed and officially opened in May 2024.
  - The Student Accommodation Project: 72-bed residential facility (Lower Holt) – approval granted by the Land and Environment Court, February 2024. Building to commence in 2026 for completion in 2027.
  - Refurbishment of classrooms in North West
  - Refurbishment of staff rooms
  - Refurbishment of Staff Common room
  - Work to provide heating throughout North West building began late 2024.
  - Upgrade to the Health Centre and Company Office – plans being developed.
  - Replacement of storage shed outside the Two-Court Gymnasium
  - Electrical services upgrade with the replacement of the main switchboard
  - Stage one of the Outdoor Learning Area at the Junior school
  - Stage two of the Gillick Sports Precinct tennis courts resurfacing
  - Improved ventilation and lighting in the boarding houses
- 

## 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*.

Aligned with the Frensham Schools Strategic Priorities 2023–2027, we remain committed to providing an educational experience where every student is known individually, and where we exceed expectations in meeting the professional needs of future-oriented teachers. Our four Strategic Themes are:

### 1. Teaching and Learning:

- Excellence in standards and growth – extend benchmarking of our growth nationally and internationally
- Boarding – enhance and expand our unique residential experience for students – locally, nationally and internationally
- Best-practice teaching – deliver professional learning alongside leading researchers and practitioners from around the world
- Data analysis and access – embed advanced use of data to inform our teaching, learning and reporting
- Curriculum – enhance creative pathways for learning that increase personalisation and flexibility for our students

### 2. People:

- Highly professional Staff – prioritise recruitment and retention acknowledging that truly great schools are underpinned by outstanding teachers
-

- Parent Partnerships – work with parents to apply the enduring values that shape our character as a School
- Leadership capacity – embed our leadership framework for students and staff, through the development of skills, confidence and willingness to serve
- Growth – underpin our commitment to academic rigour and personalised learning with a culture of growth and excellence

### **3. Culture:**

- Innovative ways to deliver learning – create a culture designed to inspire intellectual and emotional growth – moving curriculum delivery beyond traditional structures
- The rhythm of daily life – embed gratitude, wellbeing and leadership in all that we do
- Global focus – challenge students to work with and on behalf of others, with respect for diversity a hallmark of success, against global standards
- Breaking new ground – enhance our curriculum through Sturt Studios and Jamieson Program experience, and harness ever – evolving and emergent technologies to inform curriculum development

### **4. Operations and Governance:**

- 2035 Master Plan – prioritise and implement the first phases of our Master Plan
- Individual campus goals – align and achieve Frensham, Frensham Junior School (Gib Gate Campus) and Sturt goals in accordance with the overall mission of Frensham Schools
- Operations – optimise all aspects of our administration and business operations, including external partnerships in key areas, to support excellence in achievement in the broadest sense
- Philanthropy – embed a culture of giving to support realisation of the Schools’ vision and strategic priorities, engaging current and past students, parents and staff through the collaborative efforts of the Board and Foundation
- Governance – promote and nurture excellence in all aspects of Governance including the learning and development of our Board

## Theme 12: Initiatives Promoting Respect and Responsibility

In 2024, 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.
- Online Information sessions were held for each year group and for Boarding.

Both formal and informal feedback from parents indicate a high level of satisfaction with the School overall, evidenced by high student retention rates and word-of-mouth recommendation to others.

### Teachers

In 2024, formal and informal feedback from teachers, and discussions with senior staff, indicate that the majority of staff were 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 program, 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 programs and surveying of attitudes to administrative practices and structures.

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

## Students

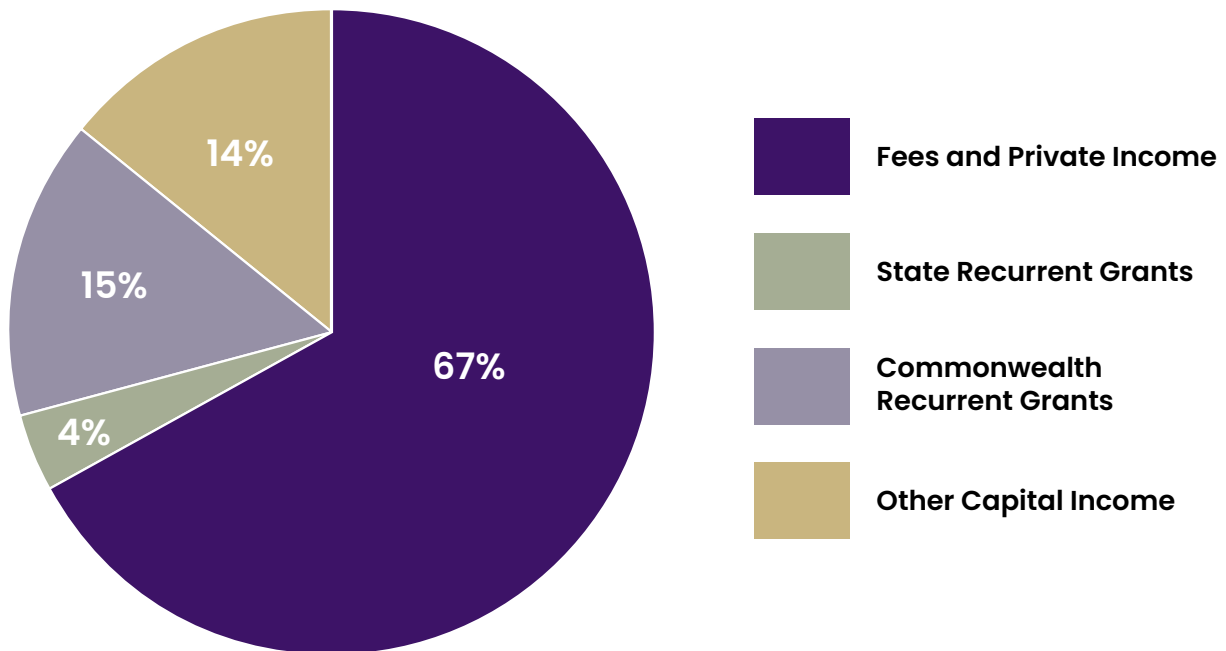
- Formal student feedback is invited on a regular basis by Form Tutors and by members of the Executive as part of the planning process for studies and activities.
- Heads of Forum [Student Representative Council] meet regularly with year groups and Forum Representatives to convey concerns and requests 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.
- 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 programs 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.

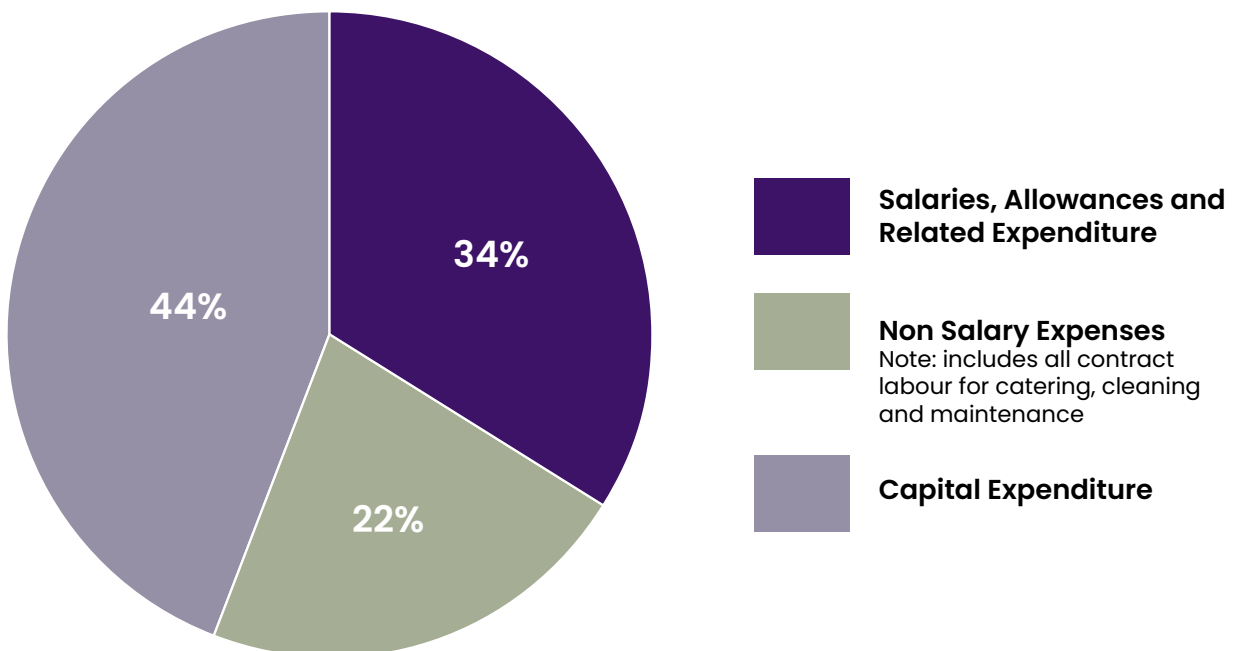
Information offered by students in confidential surveys and informally through their commentary to those enquiring about the School reflects general satisfaction with the School by students. High student retention rates and overall involvement in School activities and events support that view.

## Theme 13: Summary Financial Information

**FRENSHAM – 2024 Summary Financial Information  
(a) Recurrent / Capital Income**



**FRENSHAM – 2024 Summary Financial Information  
(b) Recurrent / Capital Expenditure**





*In Love Serve One Another*



# Frensham

SCHOOLS

**Winifred West Schools Limited**  
ABN 14 000 025 267

Range Road Mittagong NSW 2575 AUSTRALIA  
+61 2 4860 2000  
[frensham@frensham.nsw.edu.au](mailto:frensham@frensham.nsw.edu.au)