

Preschool
& Primary
Co-
education



Frensham
JUNIOR SCHOOL

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 Junior School Parent Advisory Committee

The Frensham Junior School (Parent) Advisory Committee, chaired in 2024 by Mr Chris Muir met four times during the year and worked with the Head of Frensham Schools to discuss policies and procedures within the School. Major areas of focus included but were not limited to:

- Adjustment of Academic Reports
- Reintroduction of the Japanese sister school (Hokuriku Gakuin Elementary School) exchange program
- The Giving Day – scholarship/bursary policies
- Jameison/Outdoor Education programs
- Challenges of social media/phone use and BYOD program
- Introduction of extended morning and afternoon supervision
- Parent satisfaction survey results

Minutes of Advisory Committee Meetings were provided to the Board of Governors of the School and the school community via Schoolbox.

Families of Gib Gate (FOGG)

Families of Gib Gate (FOGG) chaired in 2024 by Mrs Danielle Villavicencio, comprises all parents of the school. FOGG plays a major role friendraising and fundraising. In 2024 these included Working Bees, special lunch days, Easter Egg hunt, Parent Welcome Drinks, Book Week, Whole school musical costumes and the Frensham Schools Bush Dance. In June the FOGG Winter Dinner was held and classwork devised artworks were raffled.

Year 6 Leaders

Year 6 students propose, apply for and are appointed to positions of leadership and service within the School, roles through which they can make a personal contribution to their community. In 2024, Monitor positions included responsibility for Library, Preschool, Music, Office, Environment, Assembly, Playground and Visual Arts. All Year 6 students had a shared responsibility for House Sport and charity events supporting *WIRES*, *School for Life* and *Anglicare* in 2024. Our leaders were presented with an early opportunity to grow their leadership capacity taking part in a full-day course presented by Burn Bright. Burn Bright supports students to become strong and resilient leaders, delivering key leadership messages through an interactive approach, which allows ideas to be put into action to create impactful leaders and role models.

Theme 2: Contextual Information about the School

Frensham Junior School (Gib Gate Campus) is the co-educational preschool and primary school of Frensham Schools. Gib Gate's Preschool, based on the Reggio Emilia philosophy of Early Childhood Education enrolls children from 3 to 5 years of age, offering a program that is directly linked to the primary school.

Frensham Schools' 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. A non-denominational, independent school based on Christian principles, Frensham Junior School offers an education that emphasises the need to build the spirit as well as the intellect..

- Core to daily life is the encouragement of students to strive to achieve their potential, nurtured by staff working in accordance with best teaching practice.
- There is a strong academic focus, with individualised programs and a whole-school approach to Gifted and Talented Education. Teachers track individual student progress, supporting and extending students to achieve specific learning goals.
- Individualised learning programs include differentiation of the core program, individual learning support, extension and partial acceleration or full-grade acceleration.
- Embedded into the HSIE program, classes engage in Cambridge Global Perspectives each semester. Cambridge Primary Global Perspectives® is a unique, transformational program that helps students at every stage of school education.
- Frensham Junior School's culture of 'learning to learn' through adventure, belonging, challenge, excellence and service, nurtures the development of the whole child.
- Purpose-built facilities include classrooms and studios for Music and individual instrumental sessions, a Visual Arts and Ceramics Studio, a central Library and a Japanese room.
- Performance skills are practised through weekly Performance Assemblies, Choirs and Concerts, and the staging of an annual whole School Musical Production.
- Outdoor Education Program allows students to develop skills in bush walking, orienteering, canoeing, abseiling and mountain biking.
- Sport participation in a wide variety of sports including Soccer, Hockey, Basketball, Netball, Cricket, Water Polo, Tennis, Gymnastics, Swimming, Athletics, Cross Country, Snowsports and Equestrian.
- Our sister school arrangement with Hokuriku Gakuin Elementary School in Kanazawa, Japan has been in operation since 1990, and is linked to the teaching of Japanese and an international exchange.

For further information see:

<https://www.gibgate.nsw.edu.au> and <https://www.myschool.edu.au>

Characteristics of the Student Body

A small number of students come from backgrounds with languages other than English and a small number of students have special needs. The majority of students come from the local area of the Southern Highlands.

For additional information please see <https://www.myschool.edu.au>

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

NAPLAN 2024

For results in NAPLAN for Years 3 and 5 please see: <https://www.myschool.edu.au>

Data collected from Cambridge BASE (Kindergarten) and PAT Maths and English (1-6) provide teachers with formative information to develop individualised learning programs.

Theme 4: Senior Secondary Outcomes

Not applicable to Primary Schools.

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"> All staff contributed to faculty based projects. All staff attended sessions on teaching and learning framework. All teachers attended a session on 2025 teaching and learning goals.
New Syllabus Implementation Programming	12 teachers
Wellbeing/Pastoral	<ul style="list-style-type: none"> All Frensham Year coordinators completed the Mental Health First Aid course. All teachers attended workshops by Lorraine Cushing-Kleber (Psychologist).
Accreditation	2 teachers
Compliance	<ul style="list-style-type: none"> All teachers completed their First Aid or updated their CPR qualifications. All teachers attended seminars on Managing Risk. All teachers attended a seminar on Psychosocial Hazards in the workplace. All teachers attended a seminar on reportable conduct by Element Beecroft.

Professional Learning Activities	Number of Staff Participating
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"> • 4 teachers • All teachers attended a workshop on NCCD moderation (Frensham and FJS). • All teachers attended a session on IEP processes.
Teacher Learning Communities (TLCs)	<p>All teachers completed TLCs on the following topics:</p> <ol style="list-style-type: none"> 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"> • 1 teacher attended ELC Australia National Conference. • All staff attended sessions on new Teacher Growth and Development Plan. • All teachers attended a session on Character Education.

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.	16
(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

Teacher Accreditation

Teaching Standards Category	Number of Teachers
Conditional	0
Provisional	1
Proficient Teacher	13
Highly Accomplished Teacher (voluntary accreditation)	2
Lead Teacher (voluntary accreditation)	0
Total number of teachers	16

Theme 6: Workforce Composition

School Staff 2024	Number of Staff
Teaching staff	16
Full-time equivalent teaching staff	12.6
Non-teaching staff (includes House Staff)	7
Full-time equivalent non-teaching staff (includes House Staff)	4.5

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 or email from the School on the first day of the absence.
- All absences require a response from parents or guardians.
- Follow-up continues until justification for the absence(s) is received.
- All records of correspondence are kept on file.

Attendance Rates 2024

Year	Rate
K	95.52%
1	92.43%
2	94.08%
3	93.38%
4	91.58%
5	88.78%
6	88.85%
Whole School	92.08%

Theme 8: Enrolment Policies

Frensham Junior School is a co-educational school for students from Preschool to Year 6* 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 and family connections and date of registration with the School. 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.

**Frensham can accommodate girls in Years 5-6 as Weekly Boarders when places are available. They travel to and from Frensham Junior School daily. Currently no boarders are enrolled.*

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.

Policy

5. All applications are processed in accordance with the School's Enrolment Policy, with the student and family invited to interview. A guided tour is also offered to provide a first-hand view of the campus.
 6. Each applicant, with a parent or guardian, is interviewed by the Head of Frensham Junior School and the responses regarding the student's ability and willingness to support the School's ethos are considered.
 7. Each applicant's educational needs are considered at the time of interview through discussion with the student and family and with the student's most recent school report being made available at the time of interview, if applicable. Further information may need to be gathered from an appropriate sources.
 8. In some instances, prior to an offer of a place, any necessary strategies which may be required are discussed and considered.
 9. A letter offering a place is sent to the parent/guardian with the Enrolment Form. The return of the form with the requisite Enrolment Fee [non-refundable] confirms the place.
 10. Continued enrolment is contingent upon payment of tuition fees as and when they become due and payable.
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Theme 9: Other School Policies

Student Welfare

Frensham Junior School 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 Junior School'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>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating 'reportable conduct' • investigation processes • documentation 	Reviewed and amended	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
<p>Positive Peer Relations Policy encompassing</p> <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 by all Staff	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
<p>Behaviour Management Policy</p> <p>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>Studies Policy is prepared as a guide for Staff regarding policy and practice at Frensham. It encompasses</p> <ul style="list-style-type: none"> • Values, Aims, Objectives • Models for teaching practice • Differentiated Learning • Faculty Programming • Standards Policy • Approach to Learning • Assessment Policy 	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>Stage Handbooks</p> <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. 	Reviewed	Available on School Portal (Schoolbox)
<p>Sexual Discrimination Policy</p> <p>Frensham is committed to providing all staff and students with a working environment free of sexual harassment.</p>	Reviewed	Staff Handbook Summary and explanatory notes of the Act are available from the Head.
<p>Policy on School Uniform</p> <p>School uniform is worn for all daily lessons/activities and at most school functions.</p>	Reviewed	Parent Information Book available on School Portal (Schoolbox)
<p>Dealing with critical incidents</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>	Reviewed	Parent Information Book available on School Portal (Schoolbox)
<p>Accident Management Procedures</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>	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p>Fire Regulations Policy</p> <p>Information and instruction sessions are held once per semester.</p>	Reviewed	Staff Handbook Fire Log available on school portal (Schoolbox)
<p>Lockdown Policy</p> <p>Information and instruction sessions are held once per year.</p>	Reviewed	Staff Handbook available on School Portal (Schoolbox)

Policy	Changes in 2024	Access to full text
<p>Communications Policy Communication with parents is achieved through:</p> <ul style="list-style-type: none"> • Yearly Calendar • Newsletters • Variation to routine forms • Parent Weekends • Schoolbox • Year group emails • Online parent surveys <p>Protocol for communications is outlined in the Parent Information Book.</p>	Reviewed and amended	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 program of activities and procedures is in place and is continually updated and acted upon.</p>	Reviewed	Staff Handbook
<p>Security Policy Outlines the security arrangements for the campus.</p>	Reviewed	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 and amended	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 and amended	Staff Handbook 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.

Frensham Junior School provides processes for responding and managing unacceptable behaviour including allegations of bullying. 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 Parent Information Book.

Policy	Changes in 2024	Access to full text
<p>Behaviour Management Policy encompassing</p> <ul style="list-style-type: none"> • A process for managing unacceptable behaviour • A process that aims to develop self-discipline in students: therefore discipline is based on a trust system • A general expectation that students will be polite, punctual and tidy at all times • An understanding that School property will be treated with care 	Reviewed and amended	Staff Handbook Overview included in Parent Information Book
<p>Positive Peer Relations Policy encompassing</p> <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 by all Staff	Staff Handbook Parent Information Book available on School Portal (Schoolbox)

Complaints and Grievances

Frensham Junior School’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 Junior School’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 on the School Portal (Schoolbox).

Policy	Changes in 2024	Access to full text
<p>Grievances and Disputes Policy</p> <p>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>Grievance Handling – Best Practice Policy – This policy sets out the procedure for handling discrimination/harassment grievances at Frensham.</p> <p>In summary, grievances are handled:</p> <ul style="list-style-type: none"> • confidentially • impartially • fast • according to clear policy/procedure 	Reviewed	Staff Handbook available on School Portal (Schoolbox)

Policy	Changes in 2024	Access to full text
<p>Recruitment Policy Frensham Schools is an Equal Opportunities employer. All staff must consent to employment according to the conditions in the Child Protection legislation.</p>	Reviewed and amended	Staff Handbook available on School Portal (Schoolbox)
<p>Privacy Policy This policy outlines how Frensham Schools 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>	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p>Complaints Handling Policy and Procedure 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>	Reviewed	A-Z of Frensham Staff on School Portal (Schoolbox)
<p>Statement on Discrimination, Harassment and Bullying for Employees, Contractors and Volunteers This statement outlines the legal obligations of staff, the behaviour expected and what constitutes discrimination, harassment, and bullying in the workplace.</p>	Reviewed	A-Z of Frensham Staff on School Portal (Schoolbox)

Theme 10: School Determined Areas for Improvement

Area	Priorities	Achievements
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Full delivery of New 3-6 English and Mathematics Syllabus's • Consistency of Scope and Sequences across all KLAs K-6 • Consistency of Teaching and Learning Programs • Review of Learning Support provisions and NCCD process • Review of Cambridge Global Perspectives units 	<ul style="list-style-type: none"> • Scope and Sequences finalised K-6 • New resources and reporting outcomes • Scheduled staff meeting sessions to collaboratively review and refine all KLA scope and sequences K-6. • Developed a consistent scope and sequence template. • Scheduled staff meeting sessions to collaboratively review and refine programs. • Developed a consistent program template. • Identified required interventions for 1:1 and small groups • Learning Support Teacher PL on NCCD process • Staff team moderation sessions to internally moderate NCCD data • Updated scope and sequence P-6 • Linked units with HSIE and/or Science and Technology
<p>Student Welfare</p>	<ul style="list-style-type: none"> • Provision of increased support for student wellbeing. • Cross Campus opportunities to reflect our P-12 approach. • Continue to build community connection. 	<ul style="list-style-type: none"> • Implemented School Counsellor referral system • Commenced School Therapy Dog program • Developed and implemented Scope and sequence and explicit lessons on Character Education • Increased opportunities for students to access resources on High School campus and for High School students to support with events at Frensham Junior School • Families of Gib Gate Winter Dinner • Frensham Schools Bush Dance • Weekly Performance Assembly morning teas • Regular opportunities to view student learning. • Family involvement in Working Bees

Area	Priorities	Achievements
Staffing	<ul style="list-style-type: none"> • Grow the Frensham Junior School Leadership Team • Continue Japanese lessons • Support individual staff in their relevant level of Accreditation 	<ul style="list-style-type: none"> • Appointed Teaching and Learning Co-ordinator • Appointed Jameison/Activities Co-ordinator • Appointed Co-ordinator of Special Projects/Schoolbox (across both campus's) • Appoint a new Japanese teacher • Adjusted lesson structure to be a shared teaching model • 1 staff member achieved Proficient Teacher Accreditation • Proficient Teachers met maintenance requirements • 2 staff continue to work towards HALT accreditation
Facilities and Resources	<ul style="list-style-type: none"> • Increased offerings for Sport opportunities • Improve outdoor learning area and playground 	<ul style="list-style-type: none"> • Opening of Gillick Sports Complex – targeted provision for a range of sports with mini-bus transport between campuses. • Stage 1 playground development completed • Installed a chicken coop

Theme 11: Initiatives Promoting Respect and Responsibility

At Frensham Junior School, 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.

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: Parent, Student and Teacher Satisfaction

Parents

- **The Frensham Junior School Advisory Committee** met four times during 2024 and discussed issues of policy and procedure with the Head of Frensham Schools and Head of Frensham Junior School. Practice within the School is that matters of parent concern are directed to the School immediately by the individual parent, for response by staff or by the Head of Frensham Junior School. Additionally, matters are raised at the Advisory Committee Meetings for discussion or action, including clarification of policies, change of procedure and/ or communication of outcomes to the School community. Minutes of Advisory Committee Meetings are provided to the Board of Governors of the School and the parent community via Schoolbox.
- **Families of Gib Gate (FOGG)** met each term to discuss ways in which parents could support the School. Within this group, Class Parent Representatives for all classes worked energetically with the School throughout the year, in support of special events.
- **Parent/Teacher Interviews** were held during Semester One and Two for each class. Twenty minute sessions provided parents with the opportunity to seek and give feedback. Additional parent meetings can be scheduled on request of parents or 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.

From formal and informal feedback, the 2024 Parent Survey comments to the Head and emails to the School, through word of mouth recommendations to others, very high retention rate and informal feedback, parents appeared, in general, to be very satisfied with the School.

Teachers

Informal feedback from teachers and discussions with the Head of Frensham Junior School indicated that during 2024 staff were generally very satisfied in all areas of their work in the School, including 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.

Satisfaction was communicated by staff regarding the recent appointments of the new Head of Frensham Schools and Head of Frensham Junior School. Teachers completed a 360 review of the new Head of Frensham Junior School, providing them an opportunity to give feedback.

Opportunities for staff to convey matters of concern at meetings remained core to the Staff Meeting agenda each week. Frensham Junior School staff speak positively to others about the high quality of the School.

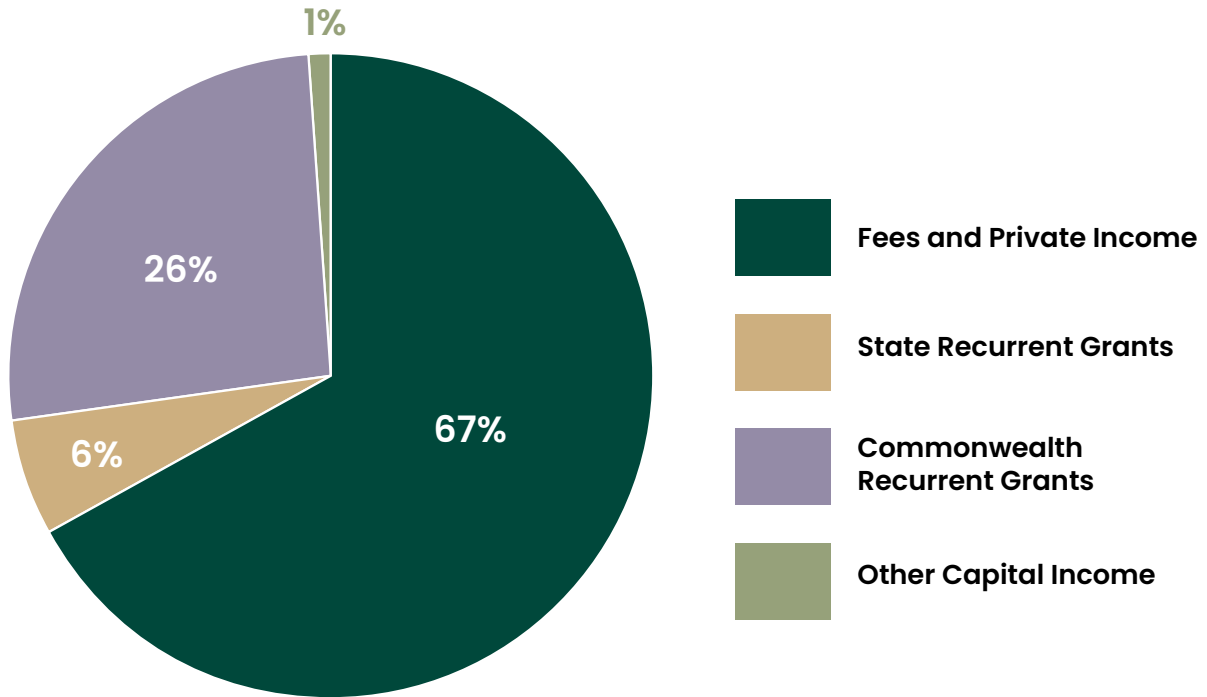
Students

Student retention rates and overall involvement in School activities and events, reflect general satisfaction with and connection to the School by students. Student involvement beyond the classroom context included before/after school and lunch time extra-curricular activities, Sport, Musical, orchestra, choir and outdoor activities.

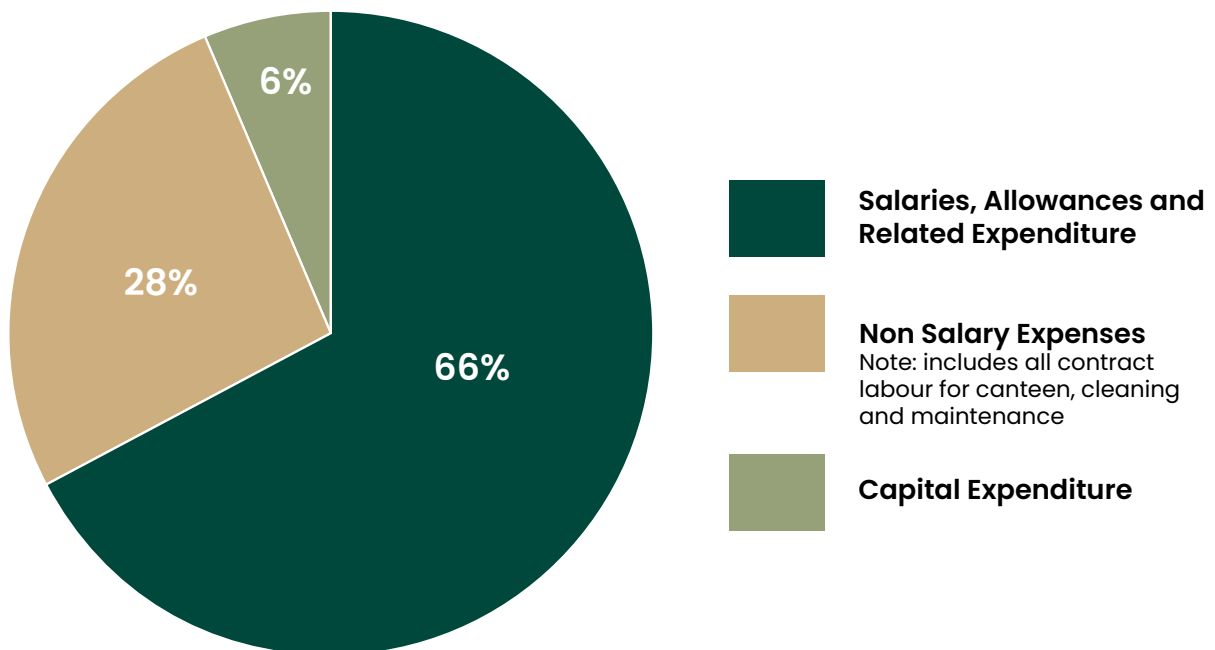
Student reported highlights and learning goals (included in semester reports) reflected strong engagement and a purposeful approach to learning by students at every level – Kindergarten to Year 6.

Theme 13: Summary Financial Information

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



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





Learning to Learn through:

Adventure • Belonging • Challenge
Excellence • Service



Frensham

JUNIOR SCHOOL

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