



Boarding
& Day
School
for Girls



EDUCATIONAL AND FINANCIAL REPORT 2025

1 July 2026

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

In 2025, Frensham Schools maintained a strong market position, supported by exceptional demand for boarding (more than 74% of students board), positive enrolment trends, and strong academic outcomes for the Year 12 cohort. Progress continued on key strategic priorities, including masterplan-linked capital works and preparations for the 2026 relaunch of Sturt as an independent entity. The Board remains focused on disciplined governance, financial stewardship, and steady delivery of priorities in a complex operating environment for independent schools.

Frensham Schools continued to perform strongly across teaching, learning, and co-curricular programs. The Board acknowledged the high calibre of staff and noted that attracting and retaining great educators remains a national challenge, making the strength of the current team a key organisational asset. Governance and leadership oversight remained central to navigating sector-wide pressures such as rising costs, increased regulatory demands, and competition.

Key Outcomes (2025)

- **Enrolments and demand:** The year reflected positive enrolment trends, and demand for boarding remained exceptional, with more than 74% of students choosing to board.
- **Academic performance:** The 2025 Year 12 cohort delivered strong results, with 38% achieving an ATAR of 90 or above and a median ATAR of 87. Every student received an offer into a preferred university course.

Strategic Progress and Capital Works: The Holt Project remained a central element of Frensham's long-term Masterplan, with the Board emphasising careful sequencing and disciplined staging, given the scale of investment required and the link to Foundation fundraising success. Alongside this longer-term program, planning progressed for near-term improvements including renovation of Hartfield House, completion of the final level of the Northwest building as a specialist space for Visual Arts and Languages, and commencement of Stage 2 of the Frensham Junior School Outdoor Learning Space over the Christmas break.

Sturt Update: Sturt remained a significant focus during 2025. The Board progressed detailed governance, legal, and structural work to support a sound and sustainable future for Sturt. The Schools also made major progress toward the relaunch of an independent Sturt in 2026, with transition arrangements prioritising sound documentation.

Operating Environment and Outlook: The independent school sector continues to face structural pressures, including rising costs, regulatory demands, and increased competition. Against this backdrop, the Board's forward focus is on careful financial stewardship, disciplined governance, and steady progress on key strategic priorities, including targeted support to strengthen enrolments at Frensham Junior School.

Overall, 2025 reinforced the importance of sound governance and clear communication while demonstrating continued strength in demand, educational delivery, and student outcomes. The Board remains committed to the long-term success and sustainability of Winifred West Schools Limited, in accordance with Frensham School's motto: *In Love Serve One Another*.

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Winifred West Schools Foundation Ltd

2025 has been a year of reflection and preparation for Foundation, informing a considered approach to strengthening the future of Frensham Schools. This work has been grounded in a clear understanding of Foundation's role to steward resources with care, build financial strength over time, and support the School in delivering an educational experience aligned with its mission and values.

A continued priority in 2025 has been the growth of the Endowment Fund. The Endowment underpins financial stability, supports long-term planning, and enables investment in facilities, expanded access through bursary support, and a measured response to changing circumstances.

Within this context, the year has reinforced the importance of broader participation in giving. Endowments at comparable boys' schools continue to exceed those of girls' schools, underscoring the need for sustained and collective contribution over time.

Foundation continues to advance access and educational opportunity through a structured program of Scholarships, Bursaries, and educational initiatives. Named Scholarships and needs-based Bursaries provide access to a Frensham education and enable full participation in school life, sustaining the breadth and character of the student body.

During the year, the Foundation Staff Scholarship for Professional Learning supported the Head of Frensham Schools, Geoff Marsh, in undertaking a study tour of leading girls' boarding schools in the United Kingdom, alongside attendance at the UK Boarding Schools' Heads Conference. The Elisabeth Maynard Writer-in-Residence Program commenced in 2025 with the appointment of Dr Amy Lovat, contributing to the academic and cultural life of the School.

Foundation's long-term sustainability is strengthened through a complementary set of programs. The Winifred West Legacy provides an enduring base through planned giving. The Livestock Enterprise program operates as a bursary funding model, linking donor commitment with rural partnerships. Community-led initiatives, including the Families of Gib Gate Winter Dinner, raised \$51,600, which was matched by Foundation to enable the extension of the Frensham Junior School playground.

The Board acknowledges the contribution of Jackie Dalton following the conclusion of her role as Director of Philanthropy. Sarah McCarthy has been appointed Director of Development and will commence in June 2026.

The Board of Governors extends its sincere thanks to Ms Jennifer Cordingley and the Board of Directors for their time and commitment in service to Frensham Schools.

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Frensham Fellowship (Alumni)

Frensham Fellowship continues to foster engagement to strengthening connection and shared identity amongst Old Girls, current students and the wider school community.

In 2025, Fellowship offered a range of opportunities for connection. Led by Mrs Kate Gell, who was elected in June 2025, the Committee upheld its commitment to building strong relationships while honouring Fellowship's traditions of love and service.

Alongside key events such as year reunions, the Fellowship AGM at The Royal Sydney Golf Club, and the Year 12 Breakfast Service, the 2025 calendar also featured Young Old Girls Drinks in Sydney, two Careers Networking events and the Bridge Day at the Queen's Club, among other initiatives.

The **Young Old Girls Drinks** event, aimed at the classes of 2020–2024, provided an accessible and informal way for younger Fellowship members to stay connected. The **Fellowship Bridge Day** offered a relaxed social setting that reinforced friendships across both the Old Girl network and wider community.

Two **Careers Networking** events connected Fellowship members with students and younger alumni, focusing on sharing experiences and supporting career development. The Sydney event in May featured a panel representing aviation, medicine, and law, while the online session in October highlighted the agricultural industry, an area of special significance the Frensham community.

Fellowship Europe hosted a drinks event in London, attended by Geoff Marsh. This event brought together Old Girls in Europe and current Gap students, strengthening global connections and keeping members engaged with the Frensham's initiatives.

The 2025 Christmas stall at Final Prayers reflected the spirit of the Fellowship, with community members contributing time and homemade goods, fostering a strong sense of belonging and purpose.

Guided by the Fellowship Committee, these initiatives will continue to evolve, strengthening the network of Frensham women and the shared values that unite them.

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Frensham Parent Advisory Committee

The Frensham Advisory Committee, Chaired by Mrs Lousia Boag, met once each term and agenda items included:

- Boarding
 - Boarder status / Exeats
 - House Management: opening times, laundry facilities, internet and general IT
 - Catering
 - Social events
 - Boarding culture
 - Bus transportation
 - Open weekends
- Staffing – new appointments
- The School Year: mid-term breaks (impact on the school day and the timetable)
- General parent engagement through parent functions and year weekends
- Website – revamp of the website to target mainly prospective families
- Schoolbox – for current students and families, targeted communications,
- Uniform – rollout of new uniform
- Policy discussions included phones, vaping and drugs

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

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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 2025, 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.

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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)

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

NAPLAN 2025

Results in NAPLAN tests for Years 7 and 9 can be found on the MySchool website:

<https://www.myschool.edu.au>

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Theme 4: Senior Secondary Outcomes

In all academic results recorded, the value-added component was analysed. For Year 12, 2025, 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 21th 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 2025

In 2025, a significant overall achievement of the cohort was linked (as in 2022, 2023 and 2024) to the fact that 100% of students achieved offers of places in tertiary courses of their choice by the completion of offers in January 2026, many also gaining highly competitive scholarships to support their studies.

AUSTRALIAN TERTIARY ADMISSIONS INDEX (ATAR)

- **Frensham's highest achiever gained an ATAR of 99**
- **10%** of Year 12 achieved an ATAR **above 95**
- **38%** of Year 12 achieved an ATAR **above 90**
- The schools Median ATAR was **87**
- **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 2025** on the School's website:

<https://www.frensham.nsw.edu.au/publication/hsc-results-2025/>

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

Year 12	Qualification/Certificate
2025	HSC

Senior Secondary Outcomes are documented on the MySchool website:

<https://www.myschool.edu.au>

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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 2025 are noted below:

Professional Learning Activities	Number of Staff Participating
Pedagogy – including KLA specific	37 teachers All teachers attended a session on 2026 teaching and learning goals, led by Sarah Tynan
Wellbeing/Pastoral	2 teachers - New Frensham Year coordinators completed the Mental Health First Aid Course - Boarding staff attended wellbeing sessions through the Australian Boarding Schools Association - School Councillor attended AHPRA Group Supervision - All staff attended sessions on student wellbeing by Lorraine Cushing Kleber
Accreditation	1 teacher
Compliance	- All teachers completed their First Aid or updated their CPR qualifications - All teachers attended seminar by Sarah Tynan on managing Risk - All teachers attended a seminar on reportable conduct by Element Beecroft
Network Meetings and Conferences	14 teachers
Leadership Conferences	86 teachers All senior leaders attended intensive workshops with Dr Adam Grant and with representatives from the AIS NSW Leadership Centre.
Data and assessment	All Frensham teachers attended an assessment update on new policies led by Nathan Bessant.
ICT – including Schoolbox (LMS) and AI	2 teachers attended conference - All staff attended AI workshop sessions by the AIS NSW and Macquarie University.
Disability and inclusion	4 teachers - All teachers attended a workshop on NCCD moderation (Frensham and FJS) - All teachers attended sessions within the curriculum by Lynne Slarke.

Professional Learning Activities	Number of Staff Participating
Teacher Learning Communities (TLCs)	All teachers engaged in Faculty Based projects aligned with the whole school goal on student engagement.
Other	- All staff attended sessions on Teacher Growth and Development Plan led by Sarah Tynan - All teachers attended a range of sessions on Character Education led by Dr Phil Cummins and Mrs Lucy Dalleywater - All staff engaged in Strategic Plan progress review sessions.

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.	48
(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	46
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	48

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Theme 6: Workforce Composition

School Staff 2025	Number of Staff
Teaching staff	48
Full-time equivalent teaching staff	42.9
Non-teaching staff (includes House Staff)	42
Full-time equivalent non-teaching staff (includes House Staff)	28.3

Aboriginal and Torres Strait Islanders on staff (NIL)

Details of workforce composition can be found on the MySchool website:

<https://www.myschool.edu.au>

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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 [2023/2025]

95.7% (67 of 70 students) who completed Year 10 in 2023 continued at Frensham to complete Year 12 in 2025.

Comment: This is a slightly higher retention rate to 2024 (95.2%).

Attendance Rates 2025

Year	Rate
7	95.96%
8	94.73%
9	94.59%
10	94.70%
11	96.00%
12	95.41%

Post-School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2025 HSC cohort.

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

Year 12 2025 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, Australian National University, Charles Sturt University, ICMS, Macquarie University, RMIT, University of Melbourne, University of New England, University of Newcastle, University of Notre Dame, University of Queensland, University of Sydney, University of Technology, University of the Sunshine Coast, University of Western Australia, University of Wollongong* 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

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; University of New England; University of Notre Dame; Macquarie University; University of Wollongong, University of Technology Sydney, RMIT..*

Scholarships and Other Awards

- University of Sydney – *Future Leaders Scheme*
- Macquarie University – *Leaders and Achiever's Scheme*
- University of Wollongong – *Illawarra Principal's Recommendation Scholarship*
- University of Sydney *MySydney Scholarship*
- University of Sydney *Vice Chancellor's Global Mobility Award*
- University of Sydney *Margaret Henderson Scholarship*
- ANU *Kim Jackson Scholarship*
- ANU *All-Rounder Scholarship*
- Australian Academy of Technological Sciences & Engineering *Elevate STEM Scholarship*
- The Carol Berry MP *Active Citizenship Award*
- IGLU *Regional Scholarship*
- ADF Long Tan *Youth Leadership & Teamwork Award*
- ARTEXPRESS *HSC 2026 Exhibition*
- *ENCORE*
- *ONSTAGE*

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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 345 students [as at December 2025] of whom 75% 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 2025 the demographics of the School were:

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|-----------------------------|-----|
| - Rural | 43% |
| - Southern Highlands | 38% |
| - Sydney | 14% |
| - Overseas/Interstate/Other | 5% |

See MySchool website for 2025 details: <https://www.myschool.edu.au>

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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 2025:

Policy	Changes in 2025	Access to full text
Child Protection Policy encompassing • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating 'reportable conduct' • investigation processes • documentation	Reviewed	School Portal (Schoolbox) and website
Positive Peer Relations Policy encompassing • all members of the community • promotion of personal growth and self-esteem • building positive relations by managing and eliminating unacceptable behaviour	Reviewed and amended	School Portal (Schoolbox) and website
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 and amended	School Portal (Schoolbox)
Studies Policy is prepared as a guide for Staff regarding policy and practice at Frensham. It encompasses • Values, Aims, Objectives • Models for teaching practice • Differentiated Learning • Faculty Programming • Standards Policy • Approach to Learning • Assessment Policy	Reviewed and amended	School Portal (Schoolbox)

Policy	Changes in 2025	Access to full text
Stage Handbooks - Studies and Curriculum information for Stages 4 and 5 is published on Schoolbox 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.	Stages 5 & 6 amended	Stages 4 and 5: School Portal (Schoolbox) 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	School Portal (Schoolbox) and website
Policy on School Uniform School uniform is worn for all daily lessons/ activities and at most school functions.	Reviewed	School Portal (Schoolbox)
Dealing with critical incidents This policy outlines a procedure to list responses in order of priority and develop an effective management plan to address the immediate, short term and long term needs of those affected by a 'traumatic incident' involving school staff and students.	Reviewed	School Portal (Schoolbox)
Accident Management Procedures This policy grades injuries into categories and outlines the steps to be taken at each level. It is based on the principle that the safety and welfare of students is paramount.	Reviewed	School Portal (Schoolbox)
Fire Regulations Policy Information and instruction sessions are held once per semester.	Reviewed	School Portal (Schoolbox)
Lockdown Policy Information and instruction sessions are held once per year.	Reviewed and amended	School Portal (Schoolbox)
Communications Policy Communication with parents is achieved through: - Yearly Calendar - Newsletters - Parent Weekends - Reports - Schoolbox - Year group emails and Schoolbox pages - Online parent surveys	Reviewed and amended	School Portal (Schoolbox)

Policy	Changes in 2025	Access to full text
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.	Reviewed	School Portal (Schoolbox)
Security Policy Outlines the security arrangements for the campus.	Reviewed	School Portal (Schoolbox)
Policy on the use of ICTs Refers to all computer hardware, software systems, databases, telecommunications and electronic data transmissions used in gaining access to information, locations and people.	Reviewed and amended	School Portal (Schoolbox)
Daily Routines including • Student absence • General movement • Maintenance • Standby lessons • Prep supervision and Lunch supervision	Reviewed and amended	School Portal (Schoolbox)
Boarding Manual for Staff This document seeks to explain how community life works at Frensham. We believe that the strong sense of community created through our boarding ethos enables us to provide an exceptionally rich and exciting education in its broadest sense for the benefit of each student in our care.	Reviewed and amended	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 on Schoolbox.

Policy	Changes in 2025	Access to full text
Behaviour Management Policy encompassing • 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, cigarettes and vapes are forbidden • an understanding that school property will be treated with care	Reviewed and amended	School Portal (Schoolbox)
Positive Peer Relations Policy encompassing • 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	School Portal (Schoolbox) and website

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 on the School portal (Schoolbox).

Policy	Changes in 2025	Access to full text
Privacy Policy This policy outlines how Frensham uses and manages personal information provided to or collected by it. Frensham is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.	Reviewed	School Portal (Schoolbox) and website
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.	Reviewed	School Portal (Schoolbox) and website

Policy	Changes in 2024	Access to full text
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.	Reviewed	School Portal (Schoolbox)

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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

Frensham Schools continues to be at the forefront of character education and values-led leadership development in Australia. In 2026, the program strengthened its role as the framework through which Frensham's values are taught and lived across all aspects of school life, including curriculum, boarding, pastoral care and co-curricular activities. Through a deliberate pathway from Kindergarten to Year 12, students develop integrity, empathy, courage and civic responsibility, while learning to contribute meaningfully to local and global communities.

Frensham's leadership in this space continues to be recognised nationally. In 2026, the School maintained Executive representation on the Australian Character Education Summit Alliance, reflecting Frensham's ongoing contribution to national conversations surrounding character, wellbeing and values-based leadership in education. Teamed with our ongoing consultation with founder and Director of the Sydney Character Initiative, Professor Phil Cummins, our Head's engagement with the Initiative ensures that the School remains connected to emerging research and best practice, while continuing to shape contemporary thinking regarding the role of character education in preparing young people for the future.

Years 7–8: Foundations of Character and Ethical Understanding

At Frensham, the early years of the Jamieson Program focus on developing students' sense of belonging, identity and ethical understanding as they transition into Frensham life. In Year 7 Frensham Studies students are introduced to the values, traditions and expectations that shape the School's community through reflection, shared experiences and exploration of the School's history, prayers and alumnae stories. Central to this learning is the idea of the "Frensham tapestry", encouraging students to recognise their role in contributing to the culture and legacy of the School.

In Year 8, students build upon these foundations through the Frensham Philosophy and Ethics curriculum, engaging with units such as The Joy of Thinking, The Art of the Argument and Ethics in Action. Students develop ethical reasoning, respectful dialogue and critical thinking skills, while recognising that character is formed not only in the classroom, but also through relationships, boarding life, pastoral care and service to others.

Year 9: Global Perspectives and Character in a Complex World

The Year 9 Jamieson Program represents a significant step in intellectual challenge, global awareness and leadership development. Through the Cambridge International Global Perspectives course, students engage with contemporary global issues while developing research, collaboration and critical thinking skills. Working both collaboratively and independently, students engage in solution architecture as they develop local responses to global challenges, analyse differing perspectives, and communicate evidence-based conclusions.

Global Forum remains a defining feature of the Year 9 experience. Through this immersive residential program, students engage with thought leaders, social entrepreneurs and sustainability experts, challenging them to think critically about ethical leadership, enterprise and social responsibility. The experience encourages students to recognise their own capacity to contribute positively to the world around them while developing resilience, independence and perspective.

Year 10: Leadership Through Contribution and Service

Year 10 marks an important transition from leadership learning to leadership in practice, whereby students undertake practical leadership responsibilities including supporting Frensham Junior School sporting events, coaching younger students, assisting with school tours and contributing to Dining Room operations. Through these experiences, students develop organisational capability, initiative and relational leadership skills while learning the importance of humility, reliability and service.

Leadership development in Year 10 extends beyond formal roles and is embedded throughout boarding life, co-curricular involvement and everyday interactions. Students are encouraged to understand that leadership is grounded in character and demonstrated through consistent actions, positive relationships and contribution to community culture.

Years 11–12: Character and Leadership in Action

In the senior years, the Jamieson Program culminates in the visible enactment of character and leadership across all aspects of school life. Through leadership positions, mentoring opportunities and everyday interactions, students help shape the culture and values of the School community while modelling integrity, service and accountability across academic, boarding, pastoral and co-curricular settings.

By leading with character, we ensure that students graduate from Frensham not only with academic capability, but as thoughtful, reflective and values-driven young adults equipped to contribute meaningfully to their communities and the wider world, with a deep understanding of how they can, 'In love, serve one another'.

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 goal for Frensham Schools teachers was to grow the joy of learning and striving at Frensham schools by growing the cognitive and agentic engagement of our students.

Priorities

The professional learning goals for Frensham Schools teachers was designed alongside the whole school goal. Faculties developed contextual goals in line with this goal, and individual staff members created their own personalised goals for their development. These goals were outlined, tracked and developed through each teachers individual Personalised Developed Plan (PDP). These were collaborative plans, with teachers working alongside their Head of Faculty, the Director of Studies and the Deputy Head.

Further, a key priority was understanding the impact of Artificial Intelligence on learning, pedagogy, wellbeing and school development. The school worked closely with a range of nationally recognised consultants to ensure best practice and the development of policies and practices to ensure Frensham remains a forward thinking, globally minded boarding school.

Finally, the schools wider leadership team undertook specific leadership development, with Dr Adam Fraser and the AIS NSW Leadership Centre.

Facilities, Resources and Operations

Frensham Schools Operational Planning

This year has been focused on optimising the operational aspects of the Schools whilst also commencing development of a 2050 Masterplan to secure the long-term future of Frensham Schools.

In alignment with the Strategic Plan and evolving capital priorities, the following initiatives have been progressed:

- Commencement of the Frensham Masterplan 2026 process, including initial workshops, site investigations and the engagement of sustainability and design consultants
- Procurement and evaluation of Asset Condition Assessment services to inform the short-term preventative maintenance program and long-term asset planning and capital prioritisation. Assists with the continued improvement of asset data, risk visibility and building condition reporting across the campus

- Completion of a Work Health and Safety (WHS) audit to assess compliance, identify areas for improvement and support the development of a strengthened WHS framework
- Advancement of the Holt Accommodation Project – site preparation planning
- Boarding house accommodation improvements through the development of new Boarding house furniture. Prototype 1 currently in production.
- Procurement and evaluation of Asset Condition Assessment services to inform long-term asset planning and capital prioritisation
- Investigation and planning for building services upgrades, including heating and energy efficiency improvements
- Market review and procurement activity for key operational systems, including print and ICT infrastructure
- Review of operational service contracts, including fire monitoring and maintenance services, pest control, arboriculture and cleaning services, to ensure performance, value, and alignment with school standards.
- Ongoing management of property and compliance risks, including tree safety, the North West balustrades and stairwell railings, traffic/crossings and building compliance matters
- Consideration and review of sustainability, environmental and land management initiatives, including waterway and grounds improvements.

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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 five Strategic Themes are:

1. Teaching and Learning:

- Prioritise teaching and curriculum models that are best practice and future focused.
- Enhance pathways for learning that increase personalisation, agency and flexibility.
- Review and enrich Frensham Schools' unique, contextualised learning programs.

2. People:

- Attract, develop and retain high-quality staff.
- Link staff development to best practice pedagogy.
- Foster innovative workplace practices.

3. Culture:

- Enhance and expand our unique residential opportunities for students and staff.
- Develop an holistic, integrated approach to student and staff wellbeing.
- Nurture an outward thinking, internationally focused, diverse culture.

4. Systems and Operations:

- Integrate innovative campus operations to allow for increased connection and resource sharing.
- Develop adaptive organisational structures and models.
- Optimise all aspects of business operations.

5. Governance:

- Ensure alignment of campus goals in accordance with the mission of Frensham Schools.
- Support excellence in all aspects of Governance.
- Enhance our culture of giving to support the realisation of Strategic Priorities.

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Theme 12: Initiatives Promoting Respect and Responsibility

In 2025, 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 2025, 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.

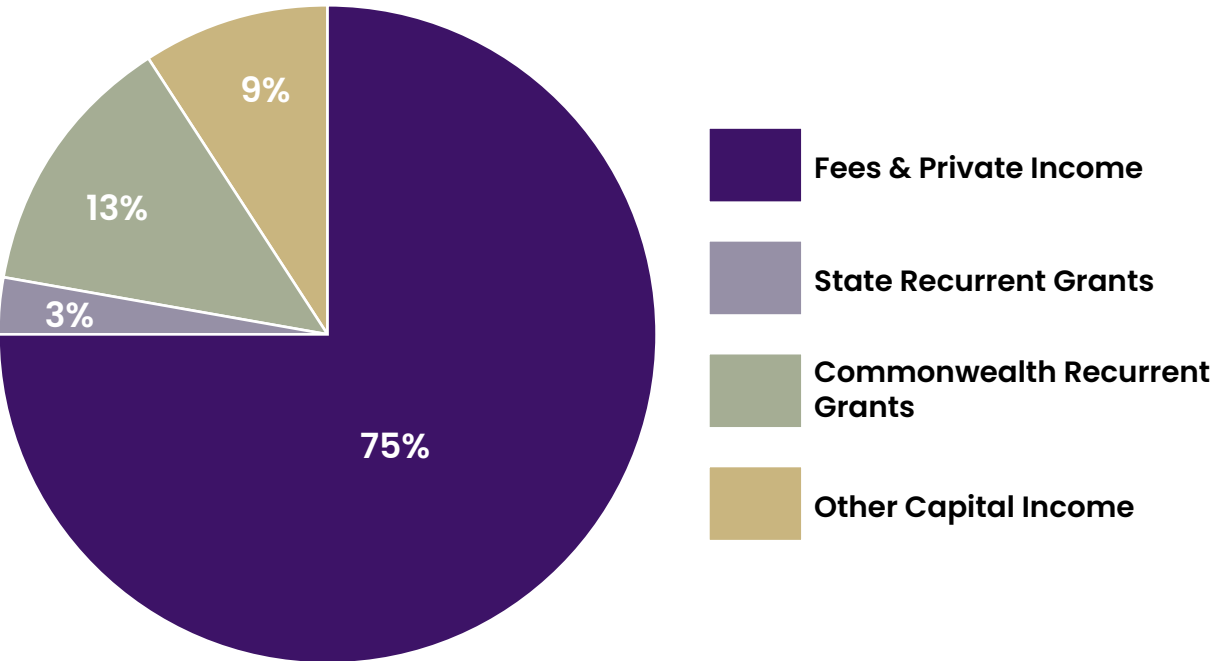
Parents at interview acknowledge the positive response to the School offered by students whom they meet during the process of consideration of Frensham as the school for their own daughter.

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.

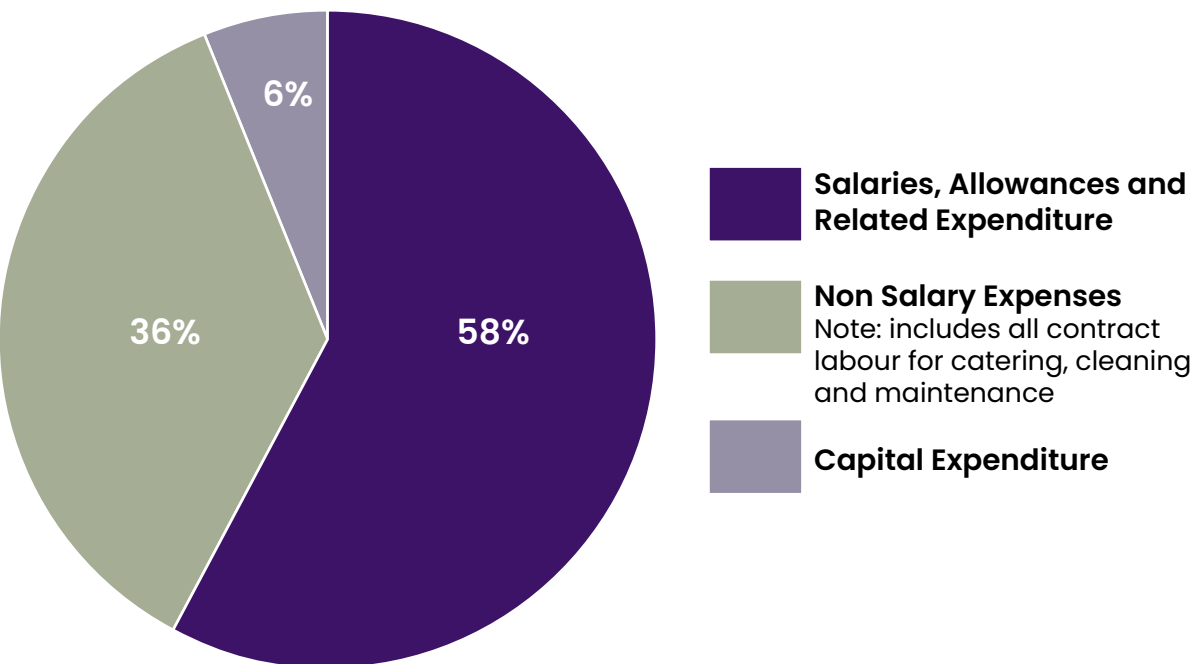
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Theme 13: Summary Financial Information

FRENSHAM – 2025 Summary Financial Information
(a) Recurrent / Capital Income



FRENSHAM – 2025 Summary Financial Information
(b) Recurrent / Capital Expenditure





In Love Serve One Another



Frensham

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