



Preschool
& Primary
Co-
education



Frensham
JUNIOR SCHOOL

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 Junior School Parent Advisory Committee

The Frensham Junior School Advisory Committee, Chaired by Mr Andrew Ralph, met once each term and agenda items included:

- New uniforms development and provider
- Continued promotion of Sport
- Extra-curricular activities and on campus activities
- Excursions
- Marketing strategy and promotional events
- Staffing updates
- Impact of Frensham mid-term break on Frensham Junior School
- Provision of school holiday program (Code Camp)

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

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Families of Gib Gate (FOGG)

Families of Gib Gate (FOGG) chaired in 2025 by Mrs Danielle Villavicencio, comprises all parents of the school. FOGG plays a major role friend raising and fundraising. In 2025 these included special lunch days, Easter Egg hunt, Parent Welcome Drinks, Book Week, and Whole school musical costumes. In June, the FOGG Winter Dinner was held with class artworks.

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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 2025, 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 School for Life and Anglicare in 2025. 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.

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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.
- This school's academic focus is on individualised programs. 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, enrichment and partial 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.
- A scoped K-Year 6 Outdoor Education Camp Program allows students to develop skills in a range of outdoor pursuits through 'Challenge by Choice'.
- Sport participation in a wide variety of sports including OzTag, 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.frensham.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 2025

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

Data collected from InitialLit (K-6) 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 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

Professional Learning Activities	Number of Staff Participating
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.
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.	14
(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)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	14

Theme 6: Workforce Composition

School Staff 2025	Number of Staff
Teaching staff	14
Full-time equivalent teaching staff	11.6
Non-teaching staff (includes House Staff)	32
Full-time equivalent non-teaching staff (includes House Staff)	12

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 2025

Year	Rate
K	90.19%
1	93.76%
2	91.02%
3	91.54%
4	87.55%
5	86.04%
6	82.67%
Whole School	88.97%

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. 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

1. 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.
2. 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.
3. 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 appropriate sources.
4. In some instances, prior to an offer of a place, 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 form with the requisite Enrolment Fee [non-refundable] confirms the place.
6. Continued enrolment is contingent upon payment of tuition fees as and when they become due and payable.

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'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 and 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.

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 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 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 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 2025	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)

Theme 10: School Determined Areas for Improvement

Area	Priorities	Achievements
Teaching and Learning	• Scope Inquiry Unit K-6 • Consistency of Scope and Sequences across all KLAS K-6 • Planning for implementation of new HSIE & PDHPE syllabus' • Review of Learning Support provisions and NCCD process • Student engagement and agency • Enhance Home/school partnership	• Review and develop Inquiry Units for each grade • Scheduled staff meeting sessions to collaboratively review and refine all KLA scope and sequences K-6. • Developed a consistent scope and sequence template. • ISNSW professional learning • ISNSW consultancy to develop Scope and Sequences • Integration of new units in selected classes • T&L Co-ordinataor collaboration with Head and other staff for IP's and intervention programs • Staff team moderation sessions to internally moderate NCCD data • Introduce Inventive Minds student elective to enable student agency • Using Schoolbox to share authentic Learning Moments from student o parent

Area	Priorities	Achievements
Student Welfare	• Provision of increased support for student wellbeing. • Cross Campus opportunities to reflect our P-12 approach. • Continue to build community connection.	• School Counsellor • School Therapy Dog program • Enhanced the Jamieson Character Education Framework • Introduce Junior Duke program • Development of additional outdoor immersion opportunities – learning and play • 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 • Weekly Performance Assembly morning teas • Regular opportunities to view student learning, including Learning Moments and Inquiry Units
Staffing	• Staffing structure for Learning Support • Enhance Japanese language program • Support individual staff in their relevant level of Accreditation	• Appointed 1.5FTE Teacher's Aides • Appointment of a new Japanese teacher • Shared teaching model with Class teachers • 1 staff member achieved Proficient Teacher Accreditation • Proficient Teachers met maintenance requirements • 2 staff continue to work towards HALT accreditation
Facilities and Resources	• Increased offerings for Sport opportunities • Improve outdoor learning area and playground	• Regular use of the Gillick Sports Complex for training and coaching • Introduced OzTag, Summer Soccer and Twilight Netball • Stage 2 playground development completed • Development of Patch Pantry program

Theme 11: Initiatives Promoting Respect and Responsibility

At Fensham 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 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.

Theme 12: Parent, Student and Teacher Satisfaction

Parents

- **The Frensham Junior School Advisory Committee** met four times during 2025 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.

Evidence from formal correspondence, and high retention rates suggests a very high level of parental satisfaction. This positive sentiment is further reflected in the frequency of word-of-mouth recommendations within the school community.

Teachers

Informal feedback from teachers and discussions with the Head of Frensham Junior School indicated that during 2025 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.

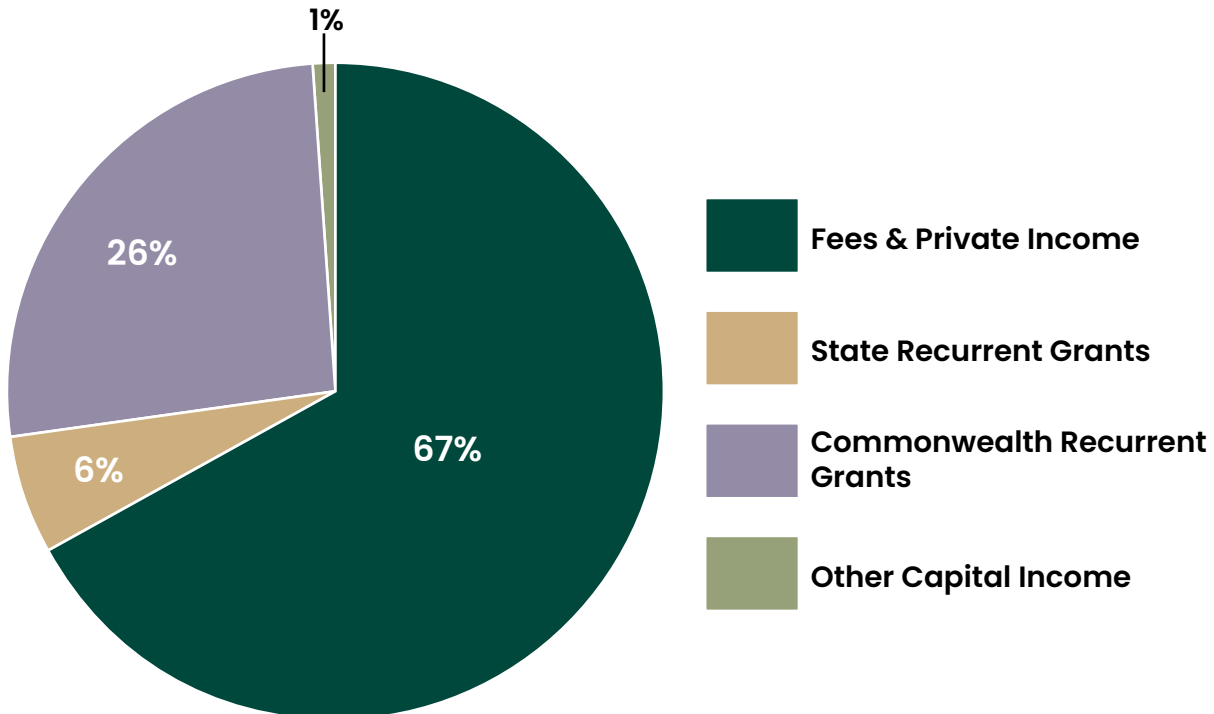
Students

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.

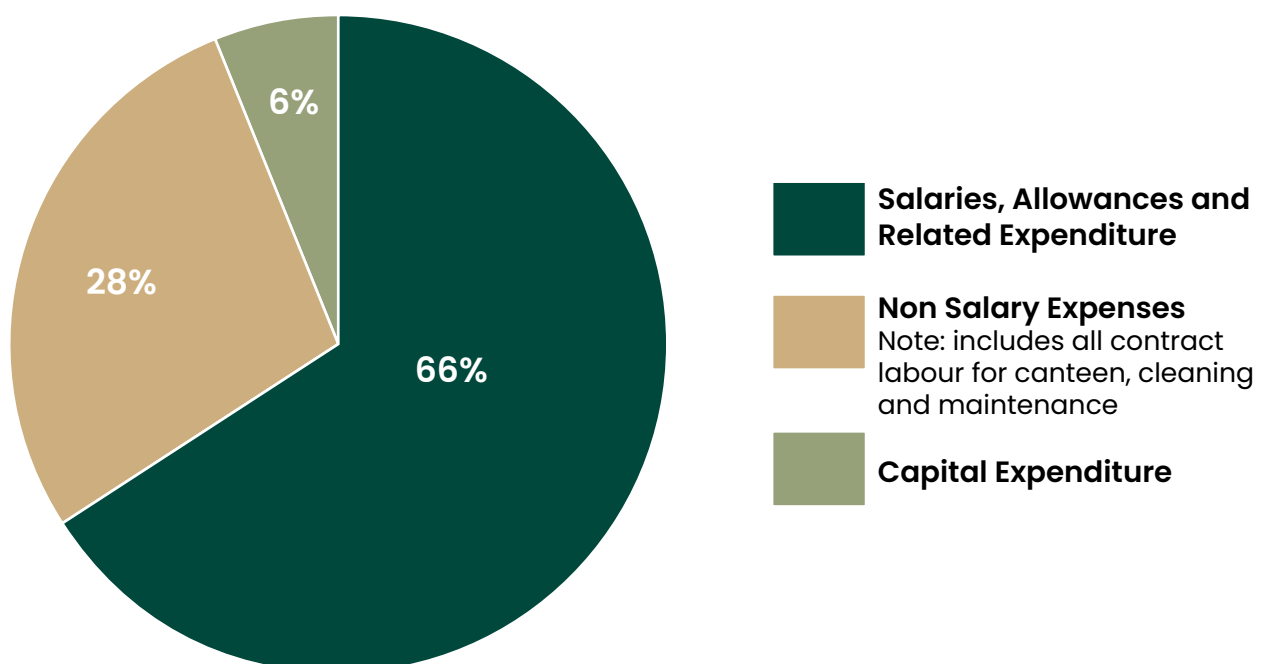
Student reported highlights and learning goals (included in semester reports) reflected strong engagement and a purposeful approach to learning by students at every level – Kindergarten to Year 6.

Theme 13: Summary Financial Information

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



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





Learning to Learn through:

Adventure • Belonging • Challenge
Excellence • Service



Frensham

JUNIOR SCHOOL

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