

# FRENSHAM

## **Educational & Financial Report 2020**

(1 July 2021)

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

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

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

Despite much anticipation of a hopeful new year, the summer of 2020 New South Wales had its worst bushfire season on record. This was soon followed by the outbreak of the COVID-19 virus, which in March was declared a global pandemic, causing social and economic disruption worldwide. At Frensham, our compliance with strict Government directions for preventing the spread of the virus meant our adaptability and resilience was tested as had not been seen in recent history. The words In Love Serve One Another never seemed more relevant – to us at Frensham and to humanity. I would like to take this opportunity to thank every member of the Frensham community for your support during our revised operations; for doing what was needed of you at every stage.

At the beginning of this year, I announced that after 20 years of distinguished service as the Head of Frensham Schools, Ms Gillick had informed the Board of Governors of her intention to retire at the end of 2020. After undertaking a comprehensive search, it gave me great pleasure to announce in July that Ms Sarah McGarry, currently Deputy Principal at SCECGS Redlands, had been appointed as the seventh Head of Frensham. The Board is delighted at having attracted a person of such outstanding character to lead Frensham into its next phase.

Consistent with the Board's 2035 Master Plan, in 2020 the Board and Executive continued work on planning the development of three exciting new projects: the Holt Bush Accommodation; a two-court Sports Hall; and new Staff Accommodation. Development Applications were lodged prior to Christmas last year, and I am pleased to report approval has been granted for the two-court Sports Hall and Staff Accommodation. The Board and Executive are working towards obtaining approval of the Holt Accommodation and finalising the planning and funding needs of each of these projects.

During the July vacation, the renovation of Clubbe Hall was commenced, involving the extensive upgrade of the lighting and audio-visual equipment. I would like to acknowledge the work of the Executive, in organising the renovation quickly and with minimal disruption, and what a pleasure it is to enjoy our new state-of-the-art facilities in Clubbe Hall today.

2020 marked the 40th anniversary of the establishment of Foundation, which this year continued to align itself with the Board in supporting our vision for Frensham; through ongoing support for capital expenditure projects, rural and regional bursaries, as well as the establishment of a Bequests Committee, whose role it is to encourage and enable bequests to Foundation. The Foundation Anniversary Ball, which had been planned for 2020, will instead be held in September next year. I encourage everyone to attend what promises to be a wonderful celebration.

### **Winifred West Schools Foundation Ltd**

Led by Chair, Mr Alan Watson, and supported by Ms Michele Scamps, Appeal Director, and Ms Barbara Shannon, Coordinator of Events, Foundation maintained keen focus on strategies to build the level of financial support required to meet the Schools' long-term goals.

Major fundraising event, the Anniversary Ball was postponed to 2021 (COVID-19 guidelines).

The Annual Appeal was re-modelled as a Special Appeal, to be sensitive to the needs of our community, and to directly support the Foundation's Bursary Fund.

The 2019 Foundation Staff Scholarships awarded for 2020 were held over until staff are able to take up the programmes funded.

WWS Foundation provided \$163,512 in funds to the School in support of Frensham Rural Scholarships and Bursaries, and the Clubbe Hall project.

Three major donations were received to support Bursary and / or Scholarship funding; in addition, we were notified of a major Bequest of approximately \$2.6 million for which legal advice is being sought to determine how the funds will be accessed and distributed.

## **Frensham Fellowship [Alumni]**

Fellowship in 2020 was led by President Mrs Annette O'Connell (to 9 September 2020) and Mrs Pook Austin (from 9 September 2020), together with the Fellowship Committee, they continued to inspire connection of Old Girls to School events. Ms Barbara Shannon, Foundation Coordinator of Events and Fellowship Liaison, worked with Old Girl representatives of specific year groups to organise and host the many on-campus Reunions, as well as supporting the organisers of other Fellowship events held off campus.

Registration and enrolment of daughters, granddaughters, great-granddaughters and, most recently, great-great-granddaughters of Old Girls continue to set Frensham apart, on all national and international benchmarks. Word-of-mouth marketing by Old Girls is one of the top two reasons we are approached by families, with the other catalyst being commentary from our current parents and students.

The Service led by the Fellowship Committee on Year 12's last school day in Term 3 is now embedded in our annual Calendar. Annette O'Connell, Fellowship President, and members of her Committee again offered a warm welcome to Year 12 to join Fellowship.

## **Frensham Parent Advisory Committee**

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

- COVID Planning
- Student Leave: planning to move to digital processes
- Activities: competing times for music and other activities (owing to increase in riding and music)
- Sport Team selection and IGSSA (Sport) Review
- Catering: explanation of processes to determine Dining Room menu
- Continuous Reporting
- Drug Education: Frensham's approach
- Strategies to Deal with Stress / Mental Health resources

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

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

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

In 2020, all members of Year 12 again accepted leadership roles within the School, including elected Prefects, responsible for each year group, and Forum Chair and Secretary working with elected representatives from each Form and activity leaders to cover every area of the School's operation.

The Jamieson Programme, implemented in 2010, has four components, one of which focuses on service, community responsibility and leadership. For each of Years 7 to 10, students were appointed to share responsibility within the School for areas such as House duties, Dining Room duties, Farm Management, team captaincy and peer support and, beyond the School, all girls are involved in an annual programme where they contribute to areas such as: Riding for the Disabled, Nursing Home visiting, environmental projects and charity fundraising including Salvation Army and Red Cross Doorknock Appeals.

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

Frensham is outward-looking and forward-thinking, providing a rigorous and personalised academic programme and meaningful, lifelong and valued connections. In an inspiring culture and spectacular living and learning environment, girls are challenged and supported to develop the skills and willingness to make a difference in the world.

Frensham's academic programme and studies environment are focused on best-practice and 'next practice' in a global context. We expect to be measured by our strength in three key areas: quality of teachers, quality of professional learning and resources for teachers, and quality of the personalised approach to the support and guidance of students.

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

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

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

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

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

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

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

For further information see:

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

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

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

#### NAPLAN 2019

Owing to COVID-19 restrictions, NAPLAN was cancelled in 2020.

### Theme 4: Senior Secondary Outcomes

In all academic results recorded, the value-added component was analysed. For Year 12, 2020, 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 17th year in succession and confirmed the trend of Frensham students making significant gains in academic results over the final two years of schooling.

Language Studies, individual support and differentiated teaching programmes for Years 7 to 10 contribute to value-adding in the areas of Literacy and Numeracy.

#### Higher School Certificate 2020

In 2020, a significant overall achievement of the cohort was linked (as in 2017, 2018 and 2019) to the fact that 100% of students achieved offers of places in tertiary courses of their choice by the completion of offers in January 2021, many also gaining highly competitive scholarships to support their studies.

Media analysis of the 2020 Higher School Certificate credited Frensham with excellent results within New South Wales on the basis of top band results as a percentage of all courses studied and percentage of all-round achiever results, compared to listings of girls' schools, non-selective schools and boarding schools out of Sydney..

#### AUSTRALIAN TERTIARY ADMISSIONS INDEX (ATAR)

at least 5% of students achieved an ATAR of 98+

at least 42% of students achieved an ATAR of 85+

at least 66% of students achieved an ATAR of 80+

Further information is available in **HSC Results 2020** on the School's website:

<https://www.frensham.nsw.edu.au/learning/academic-excellence/higher-school-certificate>

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

Year 12	Qualification/Certificate
2020	HSC
2020	VET qualification

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

## Theme 5: Teacher Professional Learning, Accreditation and Qualification

### Professional Learning/Professional Development Activities

Professional development activities undertaken by Frensham Schools staff throughout 2020 are noted below:

No of Staff Involved	Course and Focus
80	Updates to the NSW Child Protection Legislation: NSW Child Protection Crossing Professional Boundaries. Webinar (via ZOOM) presented by Specialist Consultant AIS NSW, Lana Martin, Child Protection facilitator and Employment Relations facilitator, Sydney El Far.
2	Drug and Alcohol Centre Information Day for School executive staff facilitated by Paul Dillon. NESA-accredited full-day seminar.
3	Duty of Care Certificate ABSA (Australian Boarding Schools Association). Two-day course.
2	AIS NSW 2020-2021 Experienced Teacher Applicant Day. Presented by ISTAA consultants. [ZOOM]
1	<i>Boarding on a budget</i> seminar, led by Robin Fletcher, Chief Executive, and Chief Executive of BSA Group. Practical one-day course shares case studies of every physical aspect of school boarding houses – from walls and noticeboards to social spaces, kitchens, bathrooms and new-build designs.
1	ACEL Webinar Series – ‘The Power of Making Thinking Visible’ with Ron Ritchhart (Harvard University Project Zero). Three-day webinar series.
14	SMARTBOARD Teacher Training session delivered at Gib Gate by VISIONEXT.
4	MUTILIT Extension Training presented by consultants from MULTILIT Research Centre Sydney [ZOOM].
45	‘The Power of Making Visible’; presented by Simon Brooks.
1	AIS NSW History Extension Symposium [online ZOOM]. Presented by historians Hannah Forsyth and Catherine Coleburn.
16	Accredited Presenter: Surf Life Saving NSW [on campus] Provide cardiopulmonary resuscitation - HLTAID001 Emergency Care - EC101.
60	Simon Brooks via ZOOM <i>The Power of Making Thinking Visible</i>
2	NSW Child Protection Crossing Professional Boundaries Webinar [online] AIS NSW
16	Presenter Simon Brooks via ZOOM <i>The Power of Making Thinking Visible</i> Session 3
2	Frensham Health Centre In-service: Lucy Casson Diabetic Educator: Management and Care of Students with Type 1 Diabetes.
45	Simon Brooks via ZOOM <i>The Power of Making Thinking Visible</i>
12	Webinar [online] – AIS NSW Presented by Marina Lang: <i>Supporting Students with Additional Needs in Stage 6</i>
5	<i>Leading change in Frensham Schools’ Culture of Thinking 2020-2021: The Power of Making Thinking Visible</i>
6	<i>Leading change in Frensham Schools’ Culture of Thinking 2020-2021: The Power of Making Thinking Visible</i>
80	<i>Supporting Students within Quality Differentiated Teaching Practices (QDTP)</i> via ZOOM delivered by Leanne Woodley; Senior Education Consultant: Student Services, The Association of Independent Schools of NSW. Simon Brooks via ZOOM <i>The Power of Making Thinking Visible</i> Health Centre and House Staff worked under the leadership of Coordinators to evaluate and revise policies and procedures for managing COVID-19
1	Specialist Maths and Chemistry Tutoring for Stage 6: Jeanette Hurst: Module 8 Spectroscopy
1	ACHPER (Australian Council for Health, Physical Education and Recreation) NSW Stage 6 Conference – Virtual 2020 (Live Video Conference). Keynote address - <i>Future Ready Learners</i> : Hayley Dean
1	Specialist Maths and Chemistry Tutoring for Stage 6: Jeanette Hurst: Module 4 Drivers of Reactions

No of Staff Involved	Course and Focus
80	Teachers 7-12 working under the direction of Heads of Faculty: evaluation and reflection on teaching and learning programmes Term 2 Weeks 1-6, designing teaching & learning programmes for Weeks 7-9 and looking forward to the design of units of work for Term 3 2020. House and Health Centre Staff – policies and procedures in preparation for full return of all boarders
2	<i>Educators Responding to Covid-19 – Reflections &amp; Resources. Brainstorming Possibilities for Online Learning.</i> Live webinar presented by Cameron Paterson Project Zero Sydney Network.
3	<i>Graduate Teacher Induction Session ‘Working towards Accreditation at Proficient Teacher’.</i> Presented by AIS NSW Consultant: Catherine Manalili via ZOOM.
1	SLANSW State Library Conference Day at State Library of NSW, Macquarie Street, Sydney.
1	Evaluating Proficient Teacher Accreditation Focus Group. Research project being undertaken by NESA throughout 2020.
1	ELLA Professional Learning Day at Strathfield Event Centre, Sydney.
1	Peer Support : SRC workshop
60	Short presentation by Dr Ruth Phillips and Kate Chauncy re the design of an inquiry question for individual Action Inquiry Project 1 2020.
6	Strategic Planning 2020 led by Julie Gillick (Head of Frensham Schools, Head of Frensham)

In 2020, the average expenditure per teacher on professional learning, including mentoring (per \*Full Time Equivalent) was \$1,875 (**2016** – \$2,197; **2017** - \$2,506; **2018** - \$2,086; **2019** - \$2,679 per \*FTE teacher) reflecting differing approaches and needs, reviewed annually. Many professional development courses were either cancelled or moved online owing to COVID-19.

## 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.	45
(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.	1
(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	3
Proficient Teacher	40
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>45</b>

## Theme 6: Workforce Composition

School Staff 2019	Number of Staff
Teaching staff	45
Full-time equivalent teaching staff	39.3
Non-teaching staff (includes House Staff)	40
Full-time equivalent non-teaching staff (includes House Staff)	26.7

Aboriginal and Torres Strait Islanders on staff (NIL)

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

## Theme 7: Student Attendance and Retention Rate and Post School Destination

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

### Policy and Procedure re Non-Attendance:

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

### Retention Rates [20187/2020]:

94% (all but three students) who completed Year 10 in 2018 continued on to complete Year 12 in 2020.

Comment: Given the overall number of students, there is a very high retention rate at Frensham.

### Attendance Rates 2020

Year	Rate
7	97.99%
8	96.00%
9	97.08%
10	96.42%
11	97.52%
12	98.89%

### Post School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2020 HSC cohort.

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

Year 12 2020 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 National Art School, Australian National University, Charles Sturt University, University of Canberra, Durham University (England), Hollins University (USA), Macquarie University, University of New England, University of Notre Dame, University of St Andrews (Scotland), University of Sydney, University of Wollongong in courses that include the following:



<ul style="list-style-type: none"> <li>• B Animal Science</li> <li>• B Business / B Economics</li> <li>• B Business (Marketing)</li> <li>• B Business (Sport Management)</li> <li>• B English (Hons) / B Mathematics</li> <li>• B Event &amp; Tourism Management</li> <li>• B Fine Art</li> <li>• B Health and Medical Science</li> </ul>	<ul style="list-style-type: none"> <li>• B International Studies/B Laws</li> <li>• B Laws</li> <li>• B Medical and Health Sciences</li> <li>• B Medical Radiation Science (Diagnostic Radiography)</li> <li>• B Nursing</li> <li>• B Primary Education</li> <li>• B Physiotherapy</li> <li>• B Visual Arts</li> </ul>
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### **Academic and Activity Awards and Tertiary entry achievements:**

Early Entry programmes: over 65 conditional or unconditional offers from the following institutions: Australian National University; Charles Sturt University; National Art School; University of Canberra; University of Notre Dame; Macquarie University; University of Wollongong, University of Sydney (portfolio application or E-12 Scheme); University of Technology Sydney.

### **Scholarships and other awards**

- University of Sydney – *Future Leaders Scheme*
- *Macquarie Leaders and Achiever's Early Entry Scheme* (five recipients)
- University of Wollongong – Principal's Recommendation Scholarship and Ramsay Scholarship
- University of Newcastle – Principal's Recommendation Scholarship
- ADF Long Tan Youth Leadership & Teamwork Award
- ADF Future Innovators Award

## 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 around 360 students [as at December 2020] of whom 68.3% are boarders [either weekly or full boarders]. Students come from a diversity of socio-economic backgrounds, with demographics a major factor in the school's population. We draw on Sydney, rural New South Wales, interstate, overseas and the Southern Highlands [local area].

In February 2020 the demographic of the School was:

Rural	40%
Southern Highlands	42%
Sydney	15%
Overseas/Interstate/Other	2%

See MySchool website for 2020 details: <https://www.myschool.edu.au>

## Theme 9: School Policies

### Student Welfare

Frensham seeks to provide a safe and supportive environment which:

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

To ensure that all aspects of Frensham's mission for providing for a student's welfare are implemented the following **Policies and Procedures** were in place during 2020:

Policy	Changes 2020	Access to full text
<b>Child Protection Policy encompassing</b> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating 'reportable conduct'</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	Reviewed by all Staff	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
<b>Positive Peer Relations Policy encompassing</b> <ul style="list-style-type: none"> <li>• all members of the community</li> <li>• promotion of personal growth and self-esteem</li> <li>• building positive relations by managing and eliminating unacceptable behaviour</li> </ul>	Reviewed by all Staff	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
<b>Behaviour Management Policy</b> In accordance with the School motto 'In Love Serve One Another', Frensham aims to encourage students to take responsibility for their own behaviour and assist each other to do the same.	Reviewed by all Staff	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
<b>Studies Policy</b> is prepared as a guide for Staff regarding policy and practice at Frensham. It encompasses <ul style="list-style-type: none"> <li>• Values, Aims, Objectives</li> <li>• Models for teaching practice</li> <li>• Differentiated Learning</li> <li>• Faculty Programming</li> <li>• Standards Policy</li> <li>• Approach to Learning</li> <li>• Assessment Policy</li> </ul>	Reviewed and amended	Studies Policy available to parents on request by contacting the School and available on School Portal (Schoolbox)
<b>Stage Handbooks</b> <ul style="list-style-type: none"> <li>• Studies and Curriculum information for Stages 4 and 5 is published in the Information Book and Studies Policy and parents are informed of changes throughout the academic year.</li> <li>• The Stage 6 Handbook is a reference guide for students undertaking Preliminary and Higher School Certificate Courses.</li> </ul>	Stage 5 & 6 amended	Stages 4 and 5: Information Book plus year-specific correspondence.  Stage 6: all students issued with a copy.
<b>Sexual Discrimination Policy</b> Frensham is committed to providing all staff and students with a working environment free of sexual harassment.	Reviewed	Staff Handbook Summary and explanatory notes of the Act are available from the Head.
<b>Policy on School Uniform</b> School uniform is worn for all daily lessons/activities and at most school functions.	Reviewed and amended	Parent Information Book available on School Portal (Schoolbox)

<p><b>Dealing with critical incidents</b> 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><b>Accident Management Procedures</b> 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	Parent Information Book available on School Portal (Schoolbox)
<p><b>Fire Regulations Policy</b> Information and instruction sessions are held once per semester.</p>	Reviewed and amended	Staff Handbook Fire Log available on School Portal (Schoolbox)
<p><b>Lockdown Policy</b> Information and instruction sessions are held once per year.</p>	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p><b>Communications Policy</b> Communication with parents is achieved through:</p> <ul style="list-style-type: none"> <li>• Yearly Calendar</li> <li>• Newsletters</li> <li>• Variation to routine forms</li> <li>• Parent Weekends</li> <li>• Reports</li> <li>• Schoolbox</li> <li>• Year group emails</li> <li>• Online parent surveys</li> </ul> <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><b>Work Health and Safety Policy</b> In order to implement the general provisions of the policy, a programme of activities and procedures is in place and is continually updated and acted upon.</p>	Reviewed	Staff Handbook
<p><b>Security Policy</b> Outlines the security arrangements for the campus.</p>	Reviewed and amended	Staff Handbook
<p><b>Policy on the use of ICTs</b> Refers to all computer hardware, software systems, databases, telecommunications and electronic data transmissions used in gaining access to information, locations and people.</p>	Reviewed and amended	Parent Information Book and Studies Policy available on School Portal (Schoolbox)
<p><b>Daily Routines including</b></p> <ul style="list-style-type: none"> <li>• Student absence</li> <li>• General movement</li> <li>• Maintenance</li> <li>• Standby lessons</li> <li>• Prep supervision and Lunch supervision</li> </ul>	Reviewed and amended	Staff Handbook available on School Portal (Schoolbox)
<p><b>Boarding Manual for Staff</b> This document seeks to explain how community life works at Frensham. We believe that the strong sense of community created through our boarding ethos enables us to provide an exceptionally rich and exciting education in its broadest sense for the benefit of each student in our care.</p>	Reviewed and amended	Boarding Manual available on School Portal (Schoolbox)

## Student Discipline

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

Corporal punishment is not permitted under any circumstances.

All disciplinary action which may result in any sanction against the student, including suspension, expulsion or exclusion, provides processes based on procedural fairness.

The full text of the School's discipline policy and associated procedures is provided to all members of the school community through the Staff Handbook and the Information Book.

Policy	Changes in 2020	Access to full text
<p><b>Behaviour Management Policy encompassing</b></p> <ul style="list-style-type: none"> <li>a process for managing unacceptable behaviour</li> <li>a process that aims to develop self-discipline in students; discipline is therefore based on a trust system</li> <li>a general expectation that students will be polite, punctual and tidy at all times</li> <li>an understanding that all drugs, including alcohol and cigarettes are forbidden</li> <li>an understanding that school property will be treated with care</li> </ul>	Reviewed	Staff Handbook Parent Information Book ( <i>Managing Unacceptable Behaviour flowchart</i> ) available on School Portal (Schoolbox)
<p><b>Positive Peer Relations Policy encompassing</b></p> <ul style="list-style-type: none"> <li>all members of the community</li> <li>promotion of personal growth and self-esteem</li> <li>building positive relations by managing and eliminating unacceptable behaviour</li> </ul>	Reviewed	Staff Handbook Parent Information Book available on School Portal (Schoolbox)

## Complaints and Grievances

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

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

An appropriate outline of the policy and processes is also provided in the Parent Information booklet and the student diary and on the School Portal (Schoolbox).

Policy	Changes in 2020	Access to full text
<p><b>Grievances and Disputes Policy</b></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><b>Grievance Handling – Best Practice Policy</b></p> <p>This policy sets out the procedure for handling discrimination/harassment grievances at Frensham. In summary, grievances are handled</p> <ul style="list-style-type: none"> <li>confidentially</li> <li>impartially</li> <li>fast</li> <li>according to clear policy/procedure</li> </ul>	Reviewed	Staff Handbook available on School Portal (Schoolbox)

Policy	Changes 2020	Access to full text
<p><b>Recruitment Policy</b> Frensham is an Equal Opportunities employer. All staff must consent to employment according to the conditions in the Child Protection legislation.</p>	Reviewed	Staff Handbook
<p><b>Privacy Policy</b> This policy outlines how Frensham uses and manages personal information provided to or collected by it. Frensham is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.</p>	Reviewed and amended in	Staff Handbook available on School Portal (Schoolbox)

## Theme 10: School Determined Areas for Improvement

In an extraordinary year in which in terms of routine operation almost nothing stayed the same, innovation and adaptation were essential and unlimited. In all reports of the year, this is the recurring theme. Grounding our response was commitment to mission and core values, to prioritise and sustain what matters: relationships: – student and community connection and care (within COVID-19 restrictions) and a clear sense of purpose – to strive, persist and problem solve. As limits to our operation increased, we continued to seek new ways to connect and to maintain drive for achievement. Of note, within this context:

### Teaching and Learning

- The shared pressure on teachers to develop new approaches to teaching to maximise learning amidst social disruption and in diverse learning environments was the catalyst for unprecedented rapidity of professional growth. Advanced IT users and experienced curriculum planners shared knowledge, and teacher collaboration to achieve the highest quality outcomes for students resulted in noteworthy skill development and deep collegial respect. Every element of planning, assessment and communication required detailed review, mostly within a short timeframe.
  - Much was learned by teachers about learning delivery and personal connection.
  - Much was learned by parents through their direct window into their child’s classroom. Overwhelmingly, our parents and our students were generous in their recognition of our outstanding teachers and shared positive commentary widely, to the great benefit of our School.

### Innovation and Adaptation ~ all about learning

- In Character Education, we prioritised progress on our major research-driven project. Director of Character Education, Mrs Wendy Fawbert worked with CIRCLE consultancy to develop an Induction Course for teachers and a new Frensham Studies course for students, to pilot in 2021. Full drafts of two volumes: *\*The Courage to Strive* and *\*Where the Past and the Future Walk Hand in Hand*, were completed by the end of the year, to support the learning.
- With more time for reflection, writers flourished and ‘new writers’ emerged: The 2020 edition of Frensham’s Pen & Ink includes the writing of more than 130 students, with responses in May to a student and staff challenge to share 6-word memoirs about early lockdown experience adding to the Year 12 English Extension 2 and History Extension Major Work synopses, ‘What Matters?’ and Poetry Competition entries and creative writing submissions by members of Pen & Ink.
- In Music and Drama, teachers worked with consultant filmmakers, audio engineers and our Creative Director to devise COVID-safe performance opportunities. When singing was limited to soloists, soloists stepped forward to lead the School, and when singing in ‘up to 5-person Choirs’ was allowed, Year 11 organised the school into groups of five to lead Hymn Practice outdoors, across the campus; Year 12 Video Presentation (Advanced Presentation Skills) was trialled with all of Year 12, to upgrade their skills in communication online
- Two albums of Frensham Music were prepared for release on iTUNES: Album 1 (35min) – *In Love Serve One Another* – featuring the Fellowship Centenary work of the same name and a Mass for Frensham – composed by Michael Spencer, for performance by the School and Album 2 (40min.) - Frensham Madrigals

- With the University of Wollongong Sustainable Building Research Centre, we continued to develop benchmarks for construction to be embedded in the learning for students and to inform design of research to inform programme planning for the Holt (new Campus Accommodation) Project
- Planning was completed for 2021 curriculum development in the following areas:
  - Extension of the Personalised Learning Plan curriculum structure to all of Year 7, with personalisation of four periods per fortnight in an area of Literacy or Numeracy
  - Year 9 completion of Years 9-10 (Stage 5) Australian Studies to allow them to specialise in Cambridge International Geography or History in Year 10 (repeat of 2020 Trial)
  - Year 10 Science to be delivered as 10-week courses by our specialist teachers of Physics, Chemistry and Biology to enhance preparation for HSC Studies (repeat of successful 2020 Trial)
  - Studies of Religion was added to Frensham’s HSC course-offering, to be delivered in one year as an accelerated 1 Unit course for Year 11
  - Year 7 Technology to include a web design unit, with HTML and JavaScript
  - Holt Project-style experiences to be developed by a project team (with external consultancy) to test and refine elements of the programme: wildlife; leadership; environmental impact; ecologically responsible building design
  - Mental and Physical Health Well-being – new consultancy to be sourced to support programmes
  - Further investigation of Entrepreneurship programmes linked to industry – following preliminary exploration in 2020

## Student Welfare

Ongoing improvement of Student Profiles and communication of information amongst colleagues responsible for student welfare was achieved through weekly meetings focused on particular students or year groups, and through use of a shared database accessible to Teaching and House staff.

Ongoing improvement of overall management of student health and wellbeing within Houses was achieved through workshops for juniors and mentoring by seniors.

Phone contact by senior staff of whole year groups was undertaken as a proactive means of gaining and providing feedback about student welfare and progress.

## Staff Development

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

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

- To meet the individual learning needs of all students by personalising programmes, experiences and outcomes;
- To develop a growth mindset in every student and member of staff;
- To develop leadership capacity in all students and staff;
- To create a learning community that is world class and embraces innovation, inspired by evidence-based research and external critique.

### Priorities:

#### The professional learning goals for Frensham Schools teachers

To meet the individual learning needs of all students by personalising programmes, experiences and outcomes; to develop a growth mindset in every student and member of staff; to develop leadership capacity in all students and staff; to create a learning community that is world class and embraces innovation, inspired by evidence-based research and external critique.

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

## Facilities and Resources

### Refurbishment and upgrade

#### Frensham Schools Master Plan 2035

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

- Two-court Gymnasium (Sports Hall) for Netball and Basketball (Games Field) – Development Application (DA) Approved, July 2020
- Staff Accommodation (Stage 1 – Range Rd / Railway Pde corner) – DA Approved, May 2020
- The Holt Project: 72-bed residential facility (Lower Holt) – DA deferred by Wingecarribee Council (September 2020); construction design development proceeded with TKD Architects and consultants from the University of Wollongong (UOW) Sustainable Buildings Research Centre (SBRC)
- Equestrian Centre (undercover) adjacent to Holt Farm – detailed drawings and preliminary costing completed in preparation for future development
- Wingecarribee Shire Council (WSC) re-engaged with the School about the acquisition of land for road widening (Range Road Bridge project at Colo Street) linked to School request for consideration of change to Waverley Parade traffic access – School proposal declined by WSC, December 2020.

### Refurbishment and upgrade

Clubbe Hall – A major project not on the 2020 schedule was completion of the Clubbe Hall renovation and full technical upgrade, owing to the opportunity to close the Hall in response to COVID-19 restrictions on School gatherings. Project detail finalised prior to 2020 informed the final scope for complete replacement of lighting and sound equipment and audio-visual display (front projection, full stage video wall, monitors in dressing rooms and foyer) and full renovation of technical / operational areas, stage lighting and sound and dressing rooms. The project was managed by the Executive with a specialist contractor and a heritage architect guiding the preservation and restoration of historical detail. Foyer installations were added to recognise the significance of Clubbe Hall. Exploration of air-conditioning options was also undertaken.

### Scheduled infrastructure and facilities development completed in 2020:

- Frensham campus fencing and lockable gates to back kitchen entry; Renewal of bathroom area for contractors; renovation of Staff Accommodation in Frensham Main House
- Frensham Schools IT upgrade for all teachers (laptop provision)
- Frensham Schools Tree Audit

### Works completed by start of Term 1, 2021 or in progress for completion early in 2021

- Works across main buildings to create spaces for Multi-Function Device (MFD) printers and additional offices; Bryant McCarthy painting of brick walls in bedrooms (commenced)



## 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*.

Initiatives and ongoing practices undertaken in 2020:

### i) Teaching and Learning

- a. Academic Excellence: Cambridge International Global Perspectives course results for Year 10 (as Year 9, 2019) met expectation with 14% of students gaining the highest result (A\*) and another 32% gaining an A result (compared to 10% A\* results internationally and 19.6% A results internationally).
- b. Continuous Reporting for all of Years 7 to 12 (online access for parents and students for all Assessment results and feedback) was trialled and accessible by Term 4 2020.
- c. All 2020 Information Technology goals were met early in the year, owing to the urgent need for teachers to upgrade professional skills to facilitate learningonline@home for students.
- d. Agreement was reached with administrators of Hockey and Netball regional representative teams for training to be hosted at Frensham (Term 4, 2020), expanding personalised options for high level involvement.
- e. NESA accreditation was gained for additional School-developed professional learning courses for teachers, including a School-devised course in support of 'Creating a Culture of Thinking and Making Thinking Visible' developed with Simon Brooks International Consultant.
- f. Further refinement and expansion of the Frensham Personal Learning Plan programme (PLP) was achieved.

### ii) People

- a. Targeted teacher recruitment resulted in appointment of two additional experienced teachers in Mathematics, a senior teacher in English and Graduate teachers combining House and Teaching responsibility.
- b. Frensham Advisory Committees played a highly significant role in providing feedback on Executive proposed changes for operation in response to COVID-19 guidelines. Additional meetings were held throughout the year at point of need, and the Committees were proactive in supporting School efforts to maintain parent connection when parents were not allowed to enter the campus.

### iii) Culture

- a. Completion of our major research-driven project on Character Education was set as a high priority. Mrs Wendy Fawbert, Director of Character Education, worked with the Head and with CIRCLE to develop a structure and resources for an Induction Course for Teachers and for a new Frensham Studies course for students. Two of three major resources were completed to draft level and the third was developed to support the learning for a pilot study in 2021:
  - *The Courage to Strive* – collection of excerpts of published Addresses by Julie A Gillick from Birthday Services, Year 12 Dinners and similar formal occasions.
  - *Where the Past, the Present and the Future Walk Hand in Hand* – collection of Speeches, Morning Prayers messages and Special Occasion Addresses by teachers and School Community members
  - To follow is a 'Shadow Book' (title not finalised) – a collection of artefacts, reference to essential stories and all that we believe is important to support teacher understanding of the culture and values of Frensham.

### vi) Operations and Governance

- a. Business: financial modelling was completed, linked to the Holt Project, recognising need for additional boarding accommodation to meet strategic learning goals.
- b. Tertiary Partnerships: collaboration with the University of Wollongong was sustained. In addition to ongoing work with the Sustainable Building Research Centre (SBRC) for the Holt Project (Master Plan 2035), Graduate Mathematics Coaching and Graduate Sports Coaching goals were achieved.
- c. Aquabliss@Frensham: Pool operation was affected significantly by the mandated closure of swimming pools in NSW for an extended period. When Pools reopened, the regulations limited capacity and additional staff were needed to manage those in attendance, within COVID-safe guidelines. Noteworthy is the resilience of Pool operation, with Term 1, 2021 enrolments at the highest level for a start of year since the Pool began operating in 2015.

Ongoing responsibilities and programmes for Years 7 to 12 include:

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

## Theme 12: Parent, Student and Teacher Satisfaction

In 2020, parents, students and staff were involved (as noted below) in a variety of measures to gauge concerns about and/or satisfaction with the School:

### Parents

- The Frensham Advisory Committee, representing all regions and year groups and chaired by an elected parent, met each term with the Head of School to discuss policies and procedures. Practice within the School is that matters of parent concern are directed to the School immediately by the individual parent, for response by staff. Additionally, matters of parent concern are discussed at the Advisory Committee Meetings for action, including clarification of policies with individual parents, change of procedure and/or communication of outcomes to the School community.
- Minutes of Advisory Committee Meetings were provided to the Board of Governors of the School.
- Written Reports documenting student progress were provided at the end of each semester, with an invitation to parents to contact the School for further explanation or to raise a concern.
- Parent/Teacher discussions were held for each year group, with full support of parents through either attendance on the day or advance phone contact to apologise for inability to attend. On these occasions, in addition to the opportunity for a meeting with each class teacher, all senior staff were available for consultation with parents.
- In the week following the Parent/Teacher discussions a staff meeting was conducted to share feedback from parents and commitment by staff to follow-up and further checkpoints were scheduled to ensure that promised follow-up was actioned.
- Parents of Years 8 and 9 were contacted by phone by one of: Deputy Head, Director of Studies, Director of Teaching and Learning, Director of Languages Arts or Year Coordinator in Terms 2/3 to gain general feedback and to invite questions about the School's support of the particular student.
- Surveys were formally conducted across the entire School with feedback collated and action taken to follow-up on concerns or to share positive feedback with teachers, House staff and Health Centre staff. In general, parents identified themselves in the survey, despite the opportunity for confidentiality and their comments were constructive.

Through formal and informal feedback parents appeared, in general, to be very satisfied with the School. High student retention rates and word-of-mouth recommendation to others support this judgement.

### Teachers

In 2020, formal and informal feedback from teachers, and discussions with senior staff, indicate that the majority of staff were very satisfied with the general operation of the School, particularly in terms of professionalism displayed by colleagues, quality of teaching, relationships amongst colleagues, support for and management of students and whole-school professional development opportunities.

Opportunities for staff to convey matters of concern at meetings or through confidential surveys remained core to the Staff Meeting programme, as a formal means of sustaining and building upon the very strong professionalism evident within the Frensham learning community. These included staff surveys following professional development programmes and surveying of attitudes to administrative practices and structures.

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

**Students**

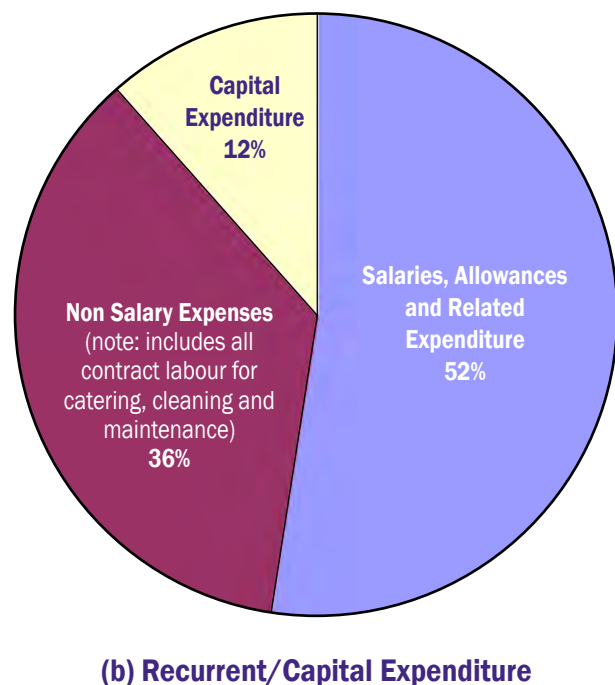
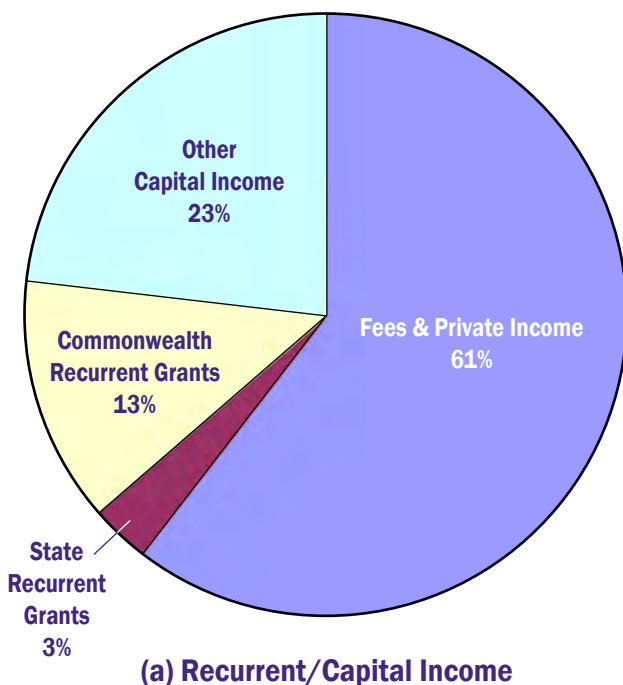
- Formal student feedback is invited on a regular basis by Form Tutors and by members of the Executive as part of the planning process for studies and activities.
- Heads of Forum [Student Representative Council] meet regularly with year groups and Forum Representatives to convey concerns and requests to the Head of School.
- Prefects responsible for a particular Year group meet weekly with the Head to plan activities for students, report issues of student concern and share in discussion about student-related policies and management.
- Weekly Meetings of Staff [House and Academic Staff] focus on student issues, to consider concerns raised by students, parents or teachers, in relation to student welfare.
- Additionally, members of the Executive met formally with small groups of students in Year 10 (in the House), Year 11 (at Leadership Camp) and Year 12 (through Form Meetings) throughout the year, to reinforce core elements of the leadership and peer mentoring programmes and to gain formal and informal feedback about peer relations and senior student support of juniors.

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

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

**Theme 13: Summary Financial Information**

**Frensham 2020 Summary Financial Information**





FRENSHAM SCHOOLS  

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\*A member of the UK Boarding Schools' Association