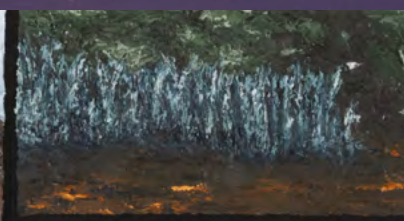


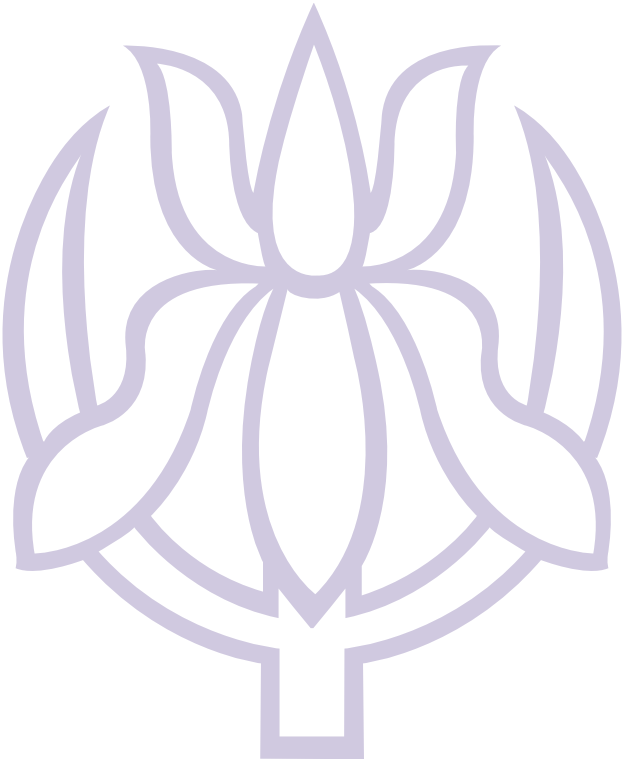


FRENSHAM

Educational & Financial Report 2021 (1 July 2022)

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

This time last year, I reported to Members about the challenges faced in 2020 as a result of the COVID-19 virus and pandemic. At that stage, none of us could have predicted that, as a result of the spread of the Delta and Omicron variants of the virus, 2021 would be a year in which we again had to draw on our wits, our adaptability and our agility. Certainly, 2021 became a year of more new challenges, new risks, and new learnings for the education sector. I would particularly like to acknowledge the Staff of Frensham Schools for their continued efforts and perseverance in managing this continued challenging teaching environment, much of which had to be conducted online.

Despite these challenges, 2021 was also a year of new beginnings and indeed optimism for Frensham Schools. In January we were fortunate to welcome Ms Sarah McGarry as our new Head of Frensham and Frensham Schools. In under a year Ms McGarry immersed herself in every aspect of all three schools: building relationships with and gaining the trust of our community; understanding and appreciating our history, traditions and culture; and sharing with us her considerable experience over many years as a leading educator. I would like to thank Ms McGarry for everything she has done in such a short space of time and for gaining our trust and confidence in her as the leader of Frensham Schools.

Strategic Direction – the Board and Executive conducted a Strategic Review of the short-term focus of the schools, with options for medium and long-term. The discussion focused on the educational direction of the schools, the changing needs of parents regarding residential education and the size of Frensham Schools. It was agreed that despite the current trend in co-education in independent schools, a shift to co-education at Frensham is not consistent with the philosophy or tradition of the school.

Consistent with the Board's 2035 Master Plan, in 2021 the Board and Executive continued work on planning the development of three exciting 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.

Gib Gate – With the benefit of having worked closely with staff, students and parents at Gib Gate during 2021, at the November meeting Ms McGarry presented to the Board her assessment of Gib Gate's strengths and challenges, and her proposed next steps for 2022. These steps include a targeted enrolment strategy, a marketing strategy focusing on Gib Gate and the introduction of a residential element for Years 5 and 6. Also for consideration is a structural change to enrolment policy (co-ed P-2, Girls 3-6) and a name change for the School.

Sturt – In March Ms McGarry announced the appointment of the new Head of Sturt, Mrs Kristie Phelan. Prior to her appointment, Mrs Phelan spent 25 years as an innovative and creative leader in the media industry as well as being well regarded in the Southern Highlands through her involvement with various arts organisations. In September Mrs Phelan presented her Strategic Priorities for Sturt to the Board.

Winifred West Schools Foundation Ltd

During 2021 Foundation continued to align itself with the Board in supporting the vision for 'Excellence in Education' at Frensham Schools, through ongoing support of our anticipated capital expenditure projects and providing rural and regional bursaries for students from the Scholarship and Bursary Funds, which was particularly welcome in such financially uncertain times.

After two comparatively difficult years, 2021 was a year of rebuilding for the Livestock Enterprise. As of 31 December 2021 Foundation had 100 cattle and 55 sheep 'in the paddock'.

Foundation built on the Schools' strong history of giving generously, by supporting the Director of Philanthropy, Ms Jackie Dalton, in forming a bequest group, the Winifred West Legacy. The purpose of the Winifred West Legacy is to acknowledge the long history of bequests to the School and to formalise that acknowledgement by bringing those donors together annually as a group. It was officially launched at a lunch well-attended by members of the Frensham Schools community, including many Company Members.

The Board of Governors extends its acknowledgement and sincere thanks to Mr Alan Watson, who retired from the Board of Foundation, having served as a Director from 2015 - 2021, and Chair from 2018 - 2021, and to Mr Scott Staniforth for stepping into the role of Chair. The Board also acknowledges and thanks the Foundation Board of Directors for their time and commitment in serving the Frensham Schools community.

Frensham Fellowship [Alumni]

Fellowship in 2021 was led by President Mrs Pook Austin (from 9 September 2020), together with the Fellowship Committee, they continued to inspire connection of Old Girls to School events. Ms Jackie Dalton, Director of Philanthropy 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. Pook Austin, 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
- Catering: explanation of processes to determine Dining Room menu; Survey conducted; external company to review offering and operations
- Wellbeing – students are supported through curriculum programmes and access to key staff, including the Health Centre, Year Coordinators;
- Boarding: Exeat system management; clarification of Weekly Boarders and Full Boarders
- Uniforms
- Information Technology: use and student use expectations
- Community Communication: WhatsApp between year groups; communication between staff and parents
- Consent Education
- Careers Advice
- Assessments and Reports
- Events: Father Daughter Ball, Iris Country Fair; Old Girl Reunions
- Holt Project – Hearing Date has been deferred to early 2022. When confirmed this will be shared with the community.
- Bursary and Educational Grants – an overview will be published for the wider community to provide greater clarity.

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 2021, 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 & Characteristics of Student Body

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:

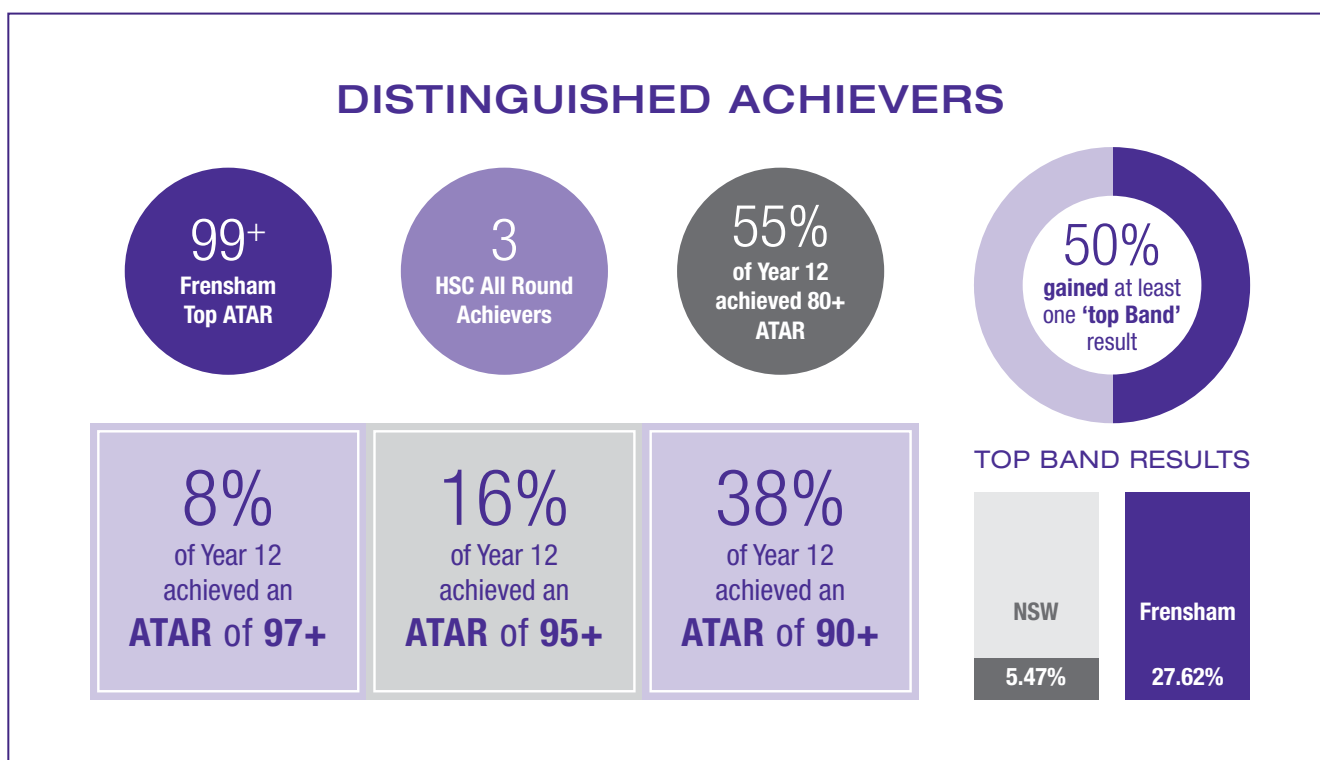
<https://www.frensham.nsw.edu.au> (Frensham website)

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

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

NAPLAN 2021

Results in NAPLAN tests for Years 7 and 9 can be found on the MySchool website: <https://www.myschool.edu.au>.



Theme 4: Senior Secondary Outcomes

In all academic results recorded, the value-added component was analysed. For Year 12, 2021, 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 18th 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 2021

In 2021, a significant overall achievement of the cohort was linked (as in 2018, 2019 and 2020) to the fact that 100% of students achieved offers of places in tertiary courses of their choice by the completion of offers in January 2022, many also gaining highly competitive scholarships to support their studies.

Media analysis of the 2021 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)

8% of students achieved an ATAR of 97+
 16% of students achieved an ATAR of 95+
 38% of students achieved an ATAR of 90+
 42% of students achieved an ATAR of 85+
 55% of students achieved an ATAR of 80+

Further information is available in **HSC Results 2021** 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
2021	HSC
2021	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 2021 are noted below:

No of Staff Involved	Course and Focus
80	Child Protection 2021 Mandatory training: Legislation Update: Creating Safer Independent Schools – Professional Responsibilities and Boundaries. Delivered live via Zoom by Michelle Becroft (Senior Child Protection Advisor/Investigator) AIS NSW Child Protection Unit.
4	Child Protection: Identify & Respond to Children and Young People at Risk for Preschool Staff ONLY.
1	Admissions Certified Advancement Practitioner Training Program [online course] Registered course for School Registrars through Educate Plus. Certificate achieved December 2021.
1	MINILIT SAGE Bridging Course [online] .
25	Mandatory CPR update 2021: Provide cardiopulmonary resuscitation on Frensham Campus and delivered by Surf Lifesaving Australia.
3	Skills Acquisition Theory of Language Learning delivered by Dr Gianfranco Conti (webinar).
4	Professional Support Workshop: Mandatory induction process for graduate teachers working towards accreditation at Proficient Teacher, delivered by Catherine Manalili AIS NSW/ISTAA via Zoom.
1	Focus on Stage 6 Science: Key content areas of challenge for students and discussion re-examination questions. Strategies to deliver required Depth Studies across all Science subjects. AIS NSW [online].
8	Australian Boarding Schools Association (ABSA) Virtual Duty of Care course Day 2: Duty of Care Book 2 ABSA: Virtual Duty of Care course Day 1: Duty of Care Book 1.
5	School Nurses Allergy and Anaphylaxis Training Updates. The NSW Anaphylaxis Education Program; Dept of Allergy & Immunology; The Children's Hospital Westmead. Two sessions.
45	Term 4 Mid Term TLC Meetings – all sessions via Zoom. 1. NESAC Accreditation UPDATE/How to session: Everything you need to know to maintain your accreditation at Proficient Teacher Level: facilitated by Kate Chauncy 2. Programming for Differentiating for G&T Students using the Maker Model: facilitated by Ruth Phillips 3. Building the Capacity of Teachers to Teach One Another: Frensham Schools Making Thinking Visible/ Cultures of Thinking Project 2022: facilitated by Simon Brooks 4. Schoolbox: Preparing for 2022: facilitated by L Dalleywater
1	Term 4 NCCD Network Meeting. AISNSW online via Zoom; Facilitated by Education Consultants in the Student Services Team.
	St Andrews Cathedral School Research Conference. Presentation delivered by Mr Bessant entitled: Holding beliefs lightly which explores research in changing teacher behaviour and challenges underlying assumptions that shape teacher practice through Professional Learning.
2	Australian Boarding Schools' Association (ABSA) Boarding and Well-being Conference [online]. Keynote Presentation by Dr Michael Carr-Gregg focusing on managing staff wellbeing during stressful times and factors affecting the boarding community; Variety of workshop sessions attended in addition.
1	AISNSW Educational Research Symposium 2021: Enabling Exceptional Education [online]. The conference addressed the importance of evidence based and evidence informed approaches in schools to create contextually appropriate change with impact. Researchers from across Australian universities and organisations such as the newly created AERO presented current research on the power of evidence and design in the implementation of impactful change in Schools. Sessions included examining the importance of evidence based and evidence informed programs, contemporary research in wellbeing and the sharing of projects from schools across the sector.

No of Staff Involved	Course and Focus
1	NESA Information re Disability Provisions HSC 2022. Focus of webinar was the rationale and process of applying for HSC disability provisions.
1	K-12 Wellbeing Webinar: Supporting wellbeing pre/post return to on-campus learning. AIS NSW (online).
1	INITIALIT Training. Two-day Professional Development Workshop, delivered live via videoconference by experienced MultiLit trainers, introduced teachers to the theoretical framework of the program (concentrating on five key aspects shown by research to be critical for successful literacy instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension) and demonstrated how lessons address these five areas in a scaffolded way across the first three years of schooling, meeting Gib Gate & NESA curriculum requirements.
70	Sessions designed for Gib Gate and Frensham Teachers P-12, Health Centre Staff and Boarding Staff to include: Simon Brooks: Building Community when teaching remotely in a Culture of Thinking; Lucy Dalleywater: Schoolbox; Term 4 preparation for Year 12 seminars; Sally Robson: Mental Health Curriculum: K-6 PDHPE Syllabus and COVID protocol and process development.
2	When Change Has Legs: Leading Growth in Classrooms and Schools. Keynote presented by Jim Reese, consultant with Project Zero and Director of the Professional Development Collaborative at Washington International School. Sessions also included small group sessions facilitated by practising educators inspired by Project Zero ideas. PZ Sydney Network (hosted by Redlands - online).
2	Ignite the Spark Conference 2021. Focused on approaches to differentiation in the classroom, whole school, and community of schools' contexts to support Gifted and Talented students' learning. UNSW – GERRIC Virtual (online).
1	Early Childhood Australia's (ECA) National Conference 2021 [Delivered online over two days]. Theme: 2021 Young Citizens: the right to play, learn and be heard is the theme for Early Childhood Australia's (ECA) National Conference.
15	Gib Gate Mid Term 3 TLC Meeting - Presented by Simon Brooks [online Zoom from UK].
45	Frensham Mid Term 3 TLC Meeting - Presented by Simon Brooks [online Zoom from UK].
1	Teacher Accreditation Day working with Ruth Phillips on finalising accreditation at the Proficient Teacher level.
1	Teacher Accreditation Day with Ruth Phillips to support working on completion of accreditation evidence at the Experienced Teacher level.
45	Staff sharing and upskilling to improve online learning: sessions presented by Lucy Dalleywater, Nathan Bessant, John Day, Olivia Scotting and Ruth Phillips. Workshops for teachers included Using Zoom more efficiently, Developing micro lessons, Leveraging Schoolbox and Problem-based learning online.
1	Becoming Accredited at Experienced Teacher through the Standards-based Pathway [Delivered online]. For 2022 Experienced Teacher applicants to develop their understanding of how to demonstrate descriptors, prepare for lesson observations and select and annotate evidence.
60	Frensham Schools PL Day. All teachers P-12: Full day programme UNSW Mini Certificate of Gifted Education (Day 2), House Staff in Sessions 1 and 2 with Dr Ruth Phillips on G&T education; Health Centre staff working under the direction of Darrya Foster.
4	ISTAA Teacher Accreditation Working Day supervised by Catherine Manalili ISTAA Consultant: Teacher Accreditation Tahlia Brodie, Matt Griffiths (Graduate teachers) sessions all day with Catherine Manalili; Emma Lake (Proficient teacher – Experienced Teacher Applicant 2022) working with Kate Chauncy (supervisor) Director of Teaching & Learning P-12.
6	HSC English: Module C – The Craft of Writing: Explored the unique role of the prescribed texts in this module and the different forms of written responses that this module requires and possible examination questions. Presented by Meaghan Hird: AIS NSW English Consultant. This consultancy will also consider the syllabus and NESA's support documents, possible examination questions, feedback from marking centres and NESA's published samples of students' examination responses. Frensham campus.

No of Staff Involved	Course and Focus
1	Programming for Differentiation in Science 7-10: Theory and whole-school strategies of differentiated instruction - Science strategies and resources specifically. Access to resources to implement in their own practice, and opportunity to design learning experiences which integrate differentiation strategies. During the NESA Interim Accreditation period this professional learning meets the criteria for Elective PL: Addressed Standard Descriptors:1.5.2, 2.1.2, 3.3.2. AIS York St, Sydney.
45	Mid Term TLC 2. Presented by Simon Brooks (ZOOM from UK).
1	An Introduction to Tournament of Minds. Introducing High Potential and Gifted Education (HPGE). This workshop will provide new facilitators and coordinators with a complete overview of Tournament of Minds, including on-line presentations. Campbelltown PS.
1	Nationally Consistent Collection of Data: Application and Evidence. Presented by Leanne Woodley AIS NSW Consultant. (ONLINE via ZOOM)
2	Photo silkscreen printing workshop with Malcom Smith (National Art School, Sydney). Frensham campus.
15	Mid Term TLC 2. Presented by Simon Brooks (ZOOM from UK).
1	Timetabling & Daily Organiser: Using Timetabling Solutions Version 9. Timetabling course for managing of software programme at Frensham Schools Course includes modules on: Student Options; Timetable Development and Daily Organising. (4-day event ONLINE)
1	2021 Summit on Girls Education Alliance of Girls' School Australasia (AGSA). Variety of international presenters including Ron Ritchhart; Dr Barbara Blackburn; Libby Lyons; Professor Andrew Martin; Dr Lisa Damour, Dr Jean Twenge; Madonna King. The session presented by Prof Andrew Martin will be attended by Frensham Year Coordinators. (2-day event)
1	New Careers Advisors Program: Training Services NSW and Careers Advisors Association (CAA). UTS Aerial Function Centre Sydney. Programme includes range of topics and presenters over 2 days including: Career Development Theory; Labour Market Information; Communication and Interpersonal Skills; Ethical Practice; Diversity and Inclusion; Technology, Information and Resources. (2-day event)
70	Frensham Schools Professional Learning Day. Teachers P-12: Day 1 of 3 day UNSW Mini Certificate of Gifted Education course. Health Centre Staff: Day 2 of Youth Mental Health First Aid Certificate Course + online evaluation module. All Health Centre RNs now have this qualification.
1	2021 Suzuki NSW Teacher Online Professional Development programme: 11 Suzuki trainers and industry experts from the US, Belgium, the UK, Spain, Australia (QLD) and Canada. Sessions included: Philosophy lectures, Repertoire sessions and Tutorials. Keynote delivered by Prof. Alan Harvey, Emeritus Professor and Senior Honorary Research Fellow, University of Western Australia. (7-days)
70	Frensham Schools Professional Learning Day. Gib Gate Teachers P-6: Dr Rob Steveton: No Scaredy Cats: Supporting Students to deal with anxiety. Frensham Teachers 7-12: Full day programme in 3 sessions: Simon Brooks Cultures of Thinking and Action Inquiry Questions; Kate Chauncy: Supporting Students within QDTP; Ruth Phillips & Wendy Fawbert: Character Education – The Next Steps. House Staff: Introduction to Webinar resource provided to the School by the Australian Boarding Schools Association led by Amanda Graham and Sally Fennell. Health Centre: Health Centre Staff: Day 1 of Youth Mental Health First Aid Course delivered face to face in addition to prior completion of online modules.
1	The NSW Early Childhood Environment Education Network (ECEEN) 'Celebrate Mother Earth' Conference 2021. A conference for sustainability in early childhood services NSW. Keynote speakers: Anna Rose and Tracy Young. (ONLINE)

No of Staff Involved	Course and Focus
1	SLANSW Annual Professional Learning Summit. Workshop 1: How collaboration between Teacher Librarians and English Teachers can improve student writing outcomes. This workshop will address the outcomes that can be achieved through the collaboration between Teacher Librarians and English Teachers to support student writing. Upon completion of the workshop participants will have developed concepts and identified strategies that they can apply in their teaching. Workshop 2: How Teacher Librarians can work with key stakeholders to promote student engagement in reading. This workshop will focus on the role the Teacher Librarian can play in leading reading programs in their school, working in collaboration with key stakeholders to support student engagement in reading and storytelling. PT Standards 6.2.2; 7.4.2. (King's School or online)
1	Peer Support Australia Online Implementation Workshop. An overview and update on the Peer Support programme, the modules and implementation strategies. The course explains the online access to all the resources needed to run the Peer Support Program, including planning and evaluation tools student leadership training materials, introductory sessions, wellbeing modules and other activities for flexible learning modes using the modules of; Optimism; Resilience; Relationships; Anti-bullying. (ONLINE)
1	Screenprinting: Introduction to Poster Art. Explore the art of poster printing to create unique text-based posters, create the illusion of depth and shade, and incorporate photographs into colourful prints. Learn how to make paper-cut stencils, apply photocopies to acetate, coat screens with emulsion, overlay colours, layer transparent colours, use dot screens, draw on acetate, and make two- and three-colour separations. National Art School, Sydney (8 weekly classes).
1	AIS NSW/ISTAA Experienced Teacher Panel for assessment of Experienced Teacher initial digital portfolios to allow feedback on up to 4 descriptors for 2021 accreditation.
45	TLC 1 - Whole School Inquiry Action Focus (Led by Simon Brooks online ZOOM) In the Cultures of Thinking Inquiry Action programme for 2021 teachers work closely with Simon and their peers to identify and explore the big questions of education that matter most to them in their classroom practice. Each teacher identifies a different question and during the year, teachers explore their questions, supported by Simon and their colleagues, with the goal of making substantial progress by the end of 2021.
1	Implementing the MULTILIT InitialLit Programme 2021. 2-day intensive course delivered via ZOOM (interactive online) to allow Teacher of Year 2 2021 to implement the programme in her classroom (this programme was fully implanted K-2 at Gib Gate 2019-2020).
70	Gib Gate staff working in Stage and full staff meetings under the direction of Sally Robson. Frensham staff working in small teams and Faculties under the direction of Amanda Graham (Boarding), Darrya Foster (Health Centre) and Faculty Heads.
70	Plenary session for all staff of Frensham Schools in Clubbe Hall led by Ms Sarah McGarry. Short presentations delivered by Geoff Marsh, Pat Duck, Gary Palmer, Sally Robson and Kate Chauncy. All staff continued the day until 3:30pm in small team meetings at Gib Gate, Frensham, Health Centre, Boarding Houses as required.
80	Welcome to all new staff by all members of the Leadership Team. New Staff Induction sessions, including new staff mentors, led by Kate Chauncy, Sally Robson and Janene van Gogh.
45	All Senior Staff plenary session: Strategic Priorities for Frensham and Gib Gate Leadership Team 2021. Led by Ms Sarah McGarry. Senior staff not involved in New Staff Induction spent the day in a variety of small team meetings in preparation for commencement of 2021 and arrival of all staff.
45	Welcome to all new staff by all members of the Leadership Team. New Staff Induction sessions, including new staff mentors, led by Kate Chauncy, Sally Robson, Geoff Marsh, Pat Duck, Gary Palmer and Janene van Gogh.

No of Staff Involved	Course and Focus
40	All Senior Staff plenary session: Strategic Priorities for Frensham and Gib Gate Leadership Team 2021. Led by Ms Sarah McGarry. Senior staff not involved in New Staff Induction spent the day in a variety of small team meetings in preparation for commencement of 2021 and arrival of all staff.
5	Strategic Planning discussion for Strategic Priorities 2018-2022.
2	BSA Diploma in Boarding Practice (Leadership). (3 x 1-day sessions via ZOOM)

In 2021, the average expenditure per teacher on professional learning, including mentoring (per *Full Time Equivalent) was \$1556 (**2017** - \$2,506; **2018** - \$2,086; **2019** - \$2,679; **2020** - \$1,875 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.	49
(ii)	Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
(iii)	Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching content.	0

Teacher Accreditation

Teaching Standards Category	Number of Teachers
Conditional	0
Provisional	5
Proficient Teacher	44
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	49

Theme 6: Workforce Composition

School Staff 2021	Number of Staff
Teaching staff	49
Full-time equivalent teaching staff	42.5
Non-teaching staff (includes House Staff)	44
Full-time equivalent non-teaching staff (includes House Staff)	32.4

Aboriginal and Torres Strait Islanders on staff (NIL)

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

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

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

Policy and Procedure re Non-Attendance:

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

Retention Rates [2019/2021]:

96.9% (all but 2 students) who completed Year 10 in 2019 continued on to complete Year 12 in 2021.

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

Attendance Rates 2021

Year	Rate
7	97.72%
8	97.14%
9	97.05%
10	96.67%
11	95.99%
12	98.77%

Post School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2021 HSC cohort.

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

This information comes to us in various forms but we have been advised of offers through the following tertiary institutions USYD (20 students), UNE (14 students), UTS (10 students), University of New Castle (4 students) Macquarie University (3 students) University of Wollongong (3 students), Griffith University QLD (2 students), UNSW (2 students), University of Melbourne (2 students), Australian National University (1 student), University of Notre Dame (1 student), University of Western Sydney (1 student), University of Canberra (1 student) in courses that include the following:

<ul style="list-style-type: none"> • B Agribusiness • B Agriculture • B Agriculture/B Laws • B App Sc (Physiotherapy) • B Arts • B Arts/B Laws • B Arts/B Social Work • B Biomedical Science • B Bus B Sc Info Tech • B Business • B Chiropractic Science • B Clinical Exercise Phys • B Coastal & Marine Science • B Comm (Journalism) • B Comm(Journalism) B Int Stds • B Commerce • B Crim B Forensic Sci • B Criminology/B Psych Science • B Cyber Security • B Design (Arch) • B Design (Visual Comm Design) • B Dsgn Arch (Hons)/M Arch 	<ul style="list-style-type: none"> • B Ed (Early Childhood & Prim) • B Laws • B Management (Events) • B Management/B International Studies • B Music • B Nursing • B of Arts • B of Sustainability • B Pharmacy & Mgt • B Psychology • B Sc/B Adv Stds(Animal &Vet Bioscience) • B Science (Biotech/Med/Biomed) • B Science Advanced (Honours) • B Science/B Advance Studies (Med Sc) • B Science/B Ed (Secondary) • B Vet Bio/D Vet Med • B Visual Comm Design • BA/B Adv Stds (Media&Comm) • BA/B Adv Stds(Pol & Int Rels) • Bachelor of Communication and Media/Bachelor of Computer Science • Bachelor of Film and Screen Media Production
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Academic and Activity Awards and Tertiary entry achievements:

- Early Entry programmes: Every student at Frensham who applied for Early Entry received an offer prior to ATAR release; over 65 conditional or unconditional offers from the following institutions: Australian National University; Charles Sturt University; 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.
- 59% of tertiary offers taken up were Early Entry offers.



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 356 students [as at December 2021] of whom 71% 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 February 2021 the demographic of the School was:

Rural	38%
Southern Highlands	43%
Sydney	17%
Overseas/Interstate/Other	2%

See MySchool website for 2021 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 2021:

Policy	Changes 2021	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating 'reportable conduct' • investigation processes • documentation 	Reviewed	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
Positive Peer Relations Policy encompassing <ul style="list-style-type: none"> • all members of the community • promotion of personal growth and self-esteem • building positive relations by managing and eliminating unacceptable behaviour 	Reviewed	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
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	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
Studies Policy is prepared as a guide for Staff regarding policy and practice at Frensham. It encompasses <ul style="list-style-type: none"> • Values, Aims, Objectives • Models for teaching practice • Differentiated Learning • Faculty Programming • Standards Policy • Approach to Learning • Assessment Policy 	Reviewed and amended	Studies Policy available to parents on request by contacting the School and available on School Portal (Schoolbox)
Stage Handbooks <ul style="list-style-type: none"> • Studies and Curriculum information for Stages 4 and 5 is published in the Information Book and Studies Policy and parents are informed of changes throughout the academic year. • The Stage 6 Handbook is a reference guide for students undertaking Preliminary and Higher School Certificate Courses. 	Stage 5 & 6 amended	Stages 4 and 5: Information Book 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	Staff Handbook Summary and explanatory notes of the Act are available from the Head.
Policy on School Uniform School uniform is worn for all daily lessons/activities and at most school functions.	Reviewed	Parent Information Book available on School Portal (Schoolbox)

<p>Dealing with critical incidents</p> <p>This policy outlines a procedure to list responses in order of priority and develop an effective management plan to address the immediate, short term and long term needs of those affected by a 'traumatic Incident' involving school staff and students.</p>	Reviewed	Parent Information Book available on School Portal (Schoolbox)
<p>Accident Management Procedures</p> <p>This policy grades injuries into categories and outlines the steps to be taken at each level. It is based on the principle that the safety and welfare of students is paramount.</p>	Reviewed	Parent Information Book available on School Portal (Schoolbox)
<p>Fire Regulations Policy</p> <p>Information and instruction sessions are held once per semester.</p>	Reviewed	Staff Handbook Fire Log available on School Portal (Schoolbox)
<p>Lockdown Policy</p> <p>Information and instruction sessions are held once per year.</p>	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p>Communications Policy</p> <p>Communication with parents is achieved through:</p> <ul style="list-style-type: none"> • Yearly Calendar • Newsletters • Variation to routine forms • Parent Weekends • Reports • Schoolbox • Year group emails • Online parent surveys <p>Protocol for communications is outlined in the Parent Information Book.</p>	Reviewed	Parent Information Book and Staff Handbook available on School Portal (Schoolbox)
<p>Work Health and Safety Policy</p> <p>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>Security Policy</p> <p>Outlines the security arrangements for the campus.</p>	Reviewed	Staff Handbook
<p>Policy on the use of ICTs</p> <p>Refers to all computer hardware, software systems, databases, telecommunications and electronic data transmissions used in gaining access to information, locations and people.</p>	Reviewed	Parent Information Book and Studies Policy available on School Portal (Schoolbox)
<p>Daily Routines including</p> <ul style="list-style-type: none"> • Student absence • General movement • Maintenance • Standby lessons • Prep supervision and Lunch supervision 	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p>Boarding Manual for Staff</p> <p>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	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 2021	Access to full text
<p>Behaviour Management Policy encompassing</p> <ul style="list-style-type: none"> a process for managing unacceptable behaviour a process that aims to develop self-discipline in students; 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 and cigarettes are forbidden an understanding that school property will be treated with care 	Reviewed	Staff Handbook Parent Information Book (<i>Managing Unacceptable Behaviour flowchart</i>) available on School Portal (Schoolbox)
<p>Positive Peer Relations Policy encompassing</p> <ul style="list-style-type: none"> all members of the community promotion of personal growth and self-esteem building positive relations by managing and eliminating unacceptable behaviour 	Reviewed	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 2021	Access to full text
<p>Grievances and Disputes Policy</p> <p>This document sets out the procedures to be followed at Frensham where a problem arises within a teacher's performance of duties.</p>	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p>Grievance Handling – Best Practice Policy</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"> confidentially impartially fast according to clear policy/procedure 	Reviewed	Staff Handbook available on School Portal (Schoolbox)

<p>Recruitment Policy 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>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.</p>	Reviewed	Staff Handbook available on School Portal (Schoolbox)

Theme 10: School Determined Areas for Improvement

In another 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.

Character Education

- Character education this year combined pastoral care initiatives and competency-based approaches offering girls a rich and rewarding experience during the Form programme. Year Co-ordinators and Form tutors organised age-appropriate activities highlighting Character features, School values and 21st Century key competencies. These were blended using online wellbeing courses, face to face workshops from external presenters, daily Form sessions and weekly Year group meetings. The smaller setting of Form groupings provided a perfect situation for robust discussion about critical issues concerning young people and subsequently fostered greater self-efficacy and a strong sense of belonging.
- Each Year group focused on a specific competency, linking these competencies with academic, physical, spiritual, social, and emotional learnings. Year 7 and 8 explored the concept of flourishing and began to understand how wellbeing directly impacted their health both physically and mentally. They were introduced to the concept of Grit and how a growth mindset could benefit them in challenges. The role of vision was also explored, noting that their vision makes them critical thinkers and effective communicators. Students learnt practical ways to improve their Wellbeing, pondered questions about Vision & Grit and importantly the program encouraged positive peer relationships
- Years 9 and 10 looked at broadening their experiences by focusing on the future and developing their social and emotional maturity. They worked on Service to others, learning to respond generously and embracing individual differences. Like the year 7 and 8 programme, Grit and wellbeing were also addressed, introducing simple strategies that could be used to increase self-awareness and flourish in life. Leadership styles and leading through service was spoken about, combined with a reflection on the factors that influence self-esteem.
- Years 11 and 12 focus changed as the year unfolded, addressing the need to be innovative in their leadership roles and adaptive in the way they learnt. Their Grit was put into practice, exploring real world examples of grit and adversity, seeing challenge as opportunity and failure a friend that can help them learn and grow. They developed an understanding of the importance of building healthy relationships and identified traits needed to sustain long-lasting friends. They became solution architects, striving forward and remaining positive.

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 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 staff via Zoom.

Facilities and Resources

Frensham Schools Master Plan 2035

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

- Two-court Gymnasium (Sports Hall) for Netball and Basketball (Games Field) – Development Application (DA) Approved, July 2020
- Staff Accommodation (Stage 1 – Range Rd / Railway Pde corner) – completed
- The Student Accommodation Project: 72-bed residential facility (Lower Holt) – ongoing
- Equestrian Centre (undercover) adjacent to Holt Farm – detailed drawings and preliminary costing completed in preparation for future development

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 2018-2022, we remain committed to providing an educational experience where every student is known individually, and where we exceed expectations in meeting the professional needs of future-oriented teachers. Our four Strategic Themes are:

1. Teaching and Learning:

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

2. People:

- Highly professional Staff – prioritise recruitment and retention acknowledging that truly great schools are underpinned by outstanding teachers
- Parent Partnerships – work with parents to apply the enduring values that shape our character as a School
- Leadership capacity – embed our leadership framework for students and staff, through the development of skills, confidence and willingness to serve
- Growth – underpin our commitment to academic rigour and personalised learning with a culture of growth and excellence

3. Culture:

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

4. Operations and Governance:

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

Theme 12: Parent, Student and Teacher Satisfaction

In 2021, 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.

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 2021, 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.

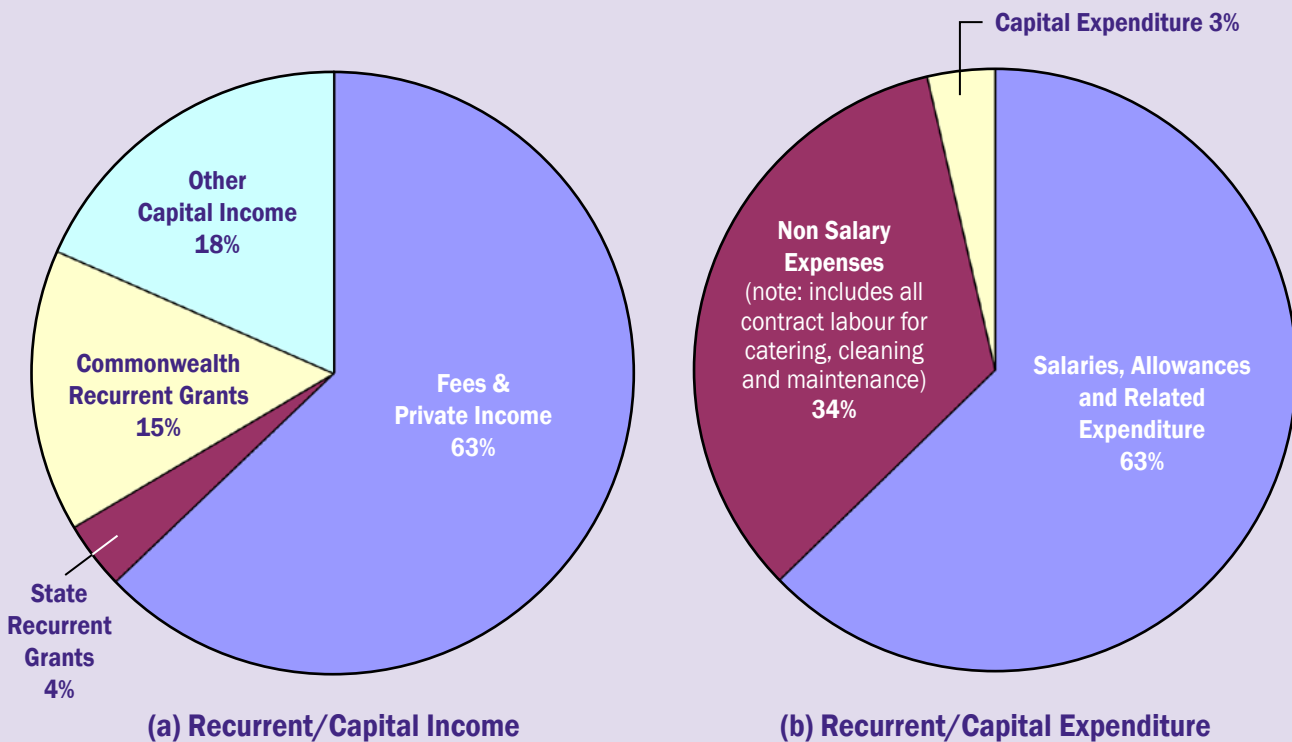
- Additionally, members of the Executive met formally with small groups of students in Year 10 (in the House), Year 11 (at Leadership Camp) and Year 12 (through Form Meetings) throughout the year, to reinforce core elements of the leadership and peer mentoring programmes and to gain formal and informal 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 2021 SUMMARY FINANCIAL INFORMATION





FRENHAM SCHOOLS

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