



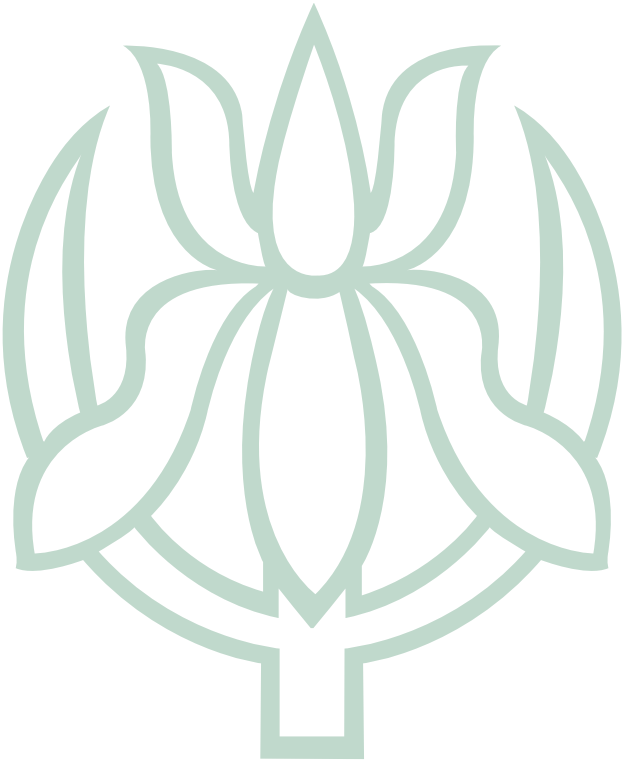
# GIB GATE

## **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.

**The Gib Gate (Parent) Advisory Committee**, chaired in 2021 by Dr Jerry Basson met four times during the year and worked with the Head of Frensham Schools to discuss policies and procedures within the School. Major areas of focus included but were not limited to:

- Frensham Schools' COVID-19 Policy and Procedures
- Review of Gib Gate Student Well-being Programme
- School community engagement and communication review

The Head of Gib Gate attended all meetings at the invitation of the Head of Frensham Schools and Minutes of Advisory Committee Meetings were provided to the Board of Governors of the School.

**Families of Gib Gate (FOGG)** chaired in 2021 by Mrs Karen Shadbolt, comprises all parents of Gib Gate. FOGG plays a major role in support of School fundraising and in special School events such the 2021 Off-Campus End of year Christmas Celebration.

### Year 6 Monitors

Year 6 students propose, apply for and are appointed to positions of leadership and service within the School, roles through which they can make a personal contribution to the School. In 2021, Monitor positions included responsibility for Charity support, Library, Younger Children, House Sport, Office Support, Equestrian, Music, and Environmental Education. In preparation and ongoing support for their leadership experience, all Year 6 students participated in a Young Leaders programme implemented by the Head of Gib Gate.





## Theme 2: Contextual Information About the School & Characteristics of the Student Body

Gib Gate is the co-educational preschool and primary school of Frensham Schools: Gib Gate, Frensham and Sturt.

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. A non-denominational, independent school based on Christian principles, Gib Gate offers an education that emphasises the need to build the spirit as well as the intellect.

- Core to daily life is the encouragement of students to strive to achieve their potential, nurtured by staff working in accordance with best teaching practice.
- Gib Gate offers a strong academic focus on Literacy and Numeracy, with individualised programmes and a whole-school approach to Gifted and Talented Education. Teachers track individual student progress, supporting and extending students to achieve specific learning goals.
- Individualised learning programmes include differentiation of the core programme, individual learning support in Literacy and/or Numeracy, extension and partial acceleration or full-grade acceleration.
- Performance skills are practised through the staging of a Whole-school Musical Production, weekly Assemblies, Choirs and Concerts.
- Technology-rich classrooms facilitate the development of information and communication skills.
- For senior students, the Legacy of the Leaders Project and the Young Australia Scientist Awards are key aspects of the Human Society and Its Environment and Science curriculum involving all students in a long-term inquiry

Gib Gate's state-of-the-art Preschool, based on the Reggio Emilia philosophy of Early Childhood Education enrolls children from 4 to 5 years of age, offering a programme that is directly linked to the primary school.

Building on a strong tradition in the Creative and Performing Arts, specialist staff teaching complements core studies:

- Purpose-built facilities for Visual Arts, Music, Drama and Dance include classrooms for Music and Visual Arts, a Ceramics Studio, a Woodwork Workshop and Music Tuition Studios, where students attend individual instrumental sessions taught by professional tutors.
- Performance skills are practised through the staging of an annual Whole – School Musical Production, weekly Assemblies, Choirs and Concerts.
- Richness of the curriculum is also highlighted in the Preschool to Year 6 Outdoor Education Programme where students develop skills in bush walking, orienteering, canoeing, abseiling and mountain biking and in the opportunities to participate in a wide variety of sports including Soccer, Hockey, Basketball, Netball, Cricket, Water Polo, Tennis, Gymnastics, Swimming, Athletics, Cross Country, Snowsports and Equestrian.
- Unique to Gib Gate is an international exchange linked to the teaching of Japanese

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

### Characteristics of the Student Body

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

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

### Theme 3: Student Performance in National and State-wide Tests and Examinations

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

In 2021, programmes which added value to student performance were:

- Gib Gate Science Fair – Online via Zoom
- Swimming Development Programme K-6
- Parent Information Evenings – Online via Zoom
- FOGG (Families of Gib Gate) Term Meetings – Online via Zoom
- Saturday Community Sport in accordance with COVID-19 Safety Regulations: Netball (including Fun-net and Netta), Basketball, Tennis, Cricket (including In2Cricket), Soccer
- K-6 Outdoor Education Programme
- Music Tuition – Online and Face to Face
- Visiting Author programme and writing workshops K-6 – Online via Zoom and Face to Face
- Literacy Support K-6 – Online via Zoom and Face to Face
- MULTILIT Reading Support Year 3 - Year 6
- MINILIT Literacy Support Kindergarten – Year 1
- MacqLit Literacy Support – Year 2-4
- InitialLit-F Reading Programme
- InitialLit-1 Reading Programme
- InitialLit-2 Reading Programme
- Mathematics Support K-6
- Mother's Day, Grandparents' Day
- Online via Zoom – Class Assembly Performances
- Chromebook Laptop Programme Years 3-5/Google Classroom
- Ipad Programme K-2
- Year 6 BYOD Programme
- Online via Zoom and pre-recorded video – Year 6 Legacy of the Leaders Presentation
- K-6 Bounce Back Anti-Bullying Awareness Programme and
- Online pre-recorded video – K-2 First Lego League Challenges
- Annual P-6 whole school Musical preparation
- Visiting Cultural Performers and Artists including Oz Opera and Musica Viva, online
- Digital Technologies and Computational Thinking: ScopeIT Coding K-6
- Interrelate Years 3-6 Family Information evening
- Year 6 Monitors Roles and Leadership programme
- Year 5 and Year 6 Parent Camp briefing
- Gib Gate Open Day
- Gib Gate School and Hokuriku Gakuin School, Kanazawa, Japan – Weekly Zoom sessions
- K-6 Bounce Back Anti-Bullying Awareness Programme
- Preschool to Kindergarten Orientation Programme
- Wellbeing Days incl Land for Wildlife activities, Bake Off, Crazy Hat, Pet Day
- Great Aussie Bird Count participation P-6
- Life Education programme K-6
- Smiling Minds Wellbeing Programme K-6
- Sample High School Day for Year 5 students
- Bike Education K-2
- Gib Gate Orchestra
- Book Week – Dress up and virtual Book Fair
- Tournament of Minds Team Competition, online
- da Vinci Decathlon Team Competition
- KidsLit Quiz Competition, online
- Young Scientist Awards (selected students Year 5)
- Cambridge Global Perspectives programme
- Learning Walks between classes, including inviting parents

## Theme 4: Senior Secondary Outcomes

Not applicable to Primary Schools.

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

### 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. NESA 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.

No of Staff Involved	Course and Focus
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.
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.



No of Staff Involved	Course and Focus
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.
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)

No of Staff Involved	Course and Focus
70	<p>Frensham Schools Professional Learning Day.</p> <p>Gib Gate Teachers P-6: Dr Rob Steveton: No Scaredy Cats: Supporting Students to deal with anxiety.</p> <p>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 &amp; Wendy Fawbert: Character Education – The Next Steps.</p> <p>House Staff: Introduction to Webinar resource provided to the School by the Australian Boarding Schools Association led by Amanda Graham and Sally Fennell.</p> <p>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.</p>
1	<p>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)</p>
1	<p>SLANSW Annual Professional Learning Summit.</p> <p>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.</p> <p>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)</p>
1	<p>Peer Support Australia Online Implementation Workshop.</p> <p>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)</p>
1	<p>Screenprinting: Introduction to Poster Art.</p> <p>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).</p>
1	<p>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.</p>
45	<p>TLC 1 - Whole School Inquiry Action Focus (Led by Simon Brooks online ZOOM)</p> <p>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.</p>
1	<p>Implementing the MULTILIT InitialLit Programme 2021.</p> <p>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).</p>
70	<p>Gib Gate staff working in Stage and full staff meetings under the direction of Sally Robson.</p> <p>Frensham staff working in small teams and Faculties under the direction of Amanda Graham (Boarding), Darrya Foster (Health Centre) and Faculty Heads.</p>

No of Staff Involved	Course and Focus
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.
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 Qualifications

	Teacher Qualifications Category	Number of Teachers
(i)	Teachers who have teacher qualifications from a higher education institution within Australia or as recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	15
(ii)	Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

### Teacher Accreditation

Teacher Accreditation Level	Number of Teachers
Conditional	0
Provisional	1
Proficient Teacher	12
Highly Accomplished Teacher (voluntary accreditation)	2
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>15</b>



## Theme 6: Workforce Composition

School Staff 2021	Number of Staff
Teaching staff	15
Full-time equivalent teaching staff	12.2
Non-teaching staff	5
Full-time equivalent non-teaching staff	4.1

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

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.
- Follow-up continues until written justification for the absence(s) is received.
- All records of correspondence are kept on file.

### Attendance Rates 2021

Year	Rate
<b>K</b>	94.89%
<b>1</b>	93.21%
<b>2</b>	92.33%
<b>3</b>	95.30%
<b>4</b>	96.71%
<b>5</b>	97.30%
<b>6</b>	94.47%
<b>Whole School</b>	94.74%



## Theme 8: Enrolment Policies

Gib Gate is a co-educational School for students from Pre-Primary to Year 6\* providing an education based on the School's ethos and operating within the policies of the NSW Board of Studies, Teaching & Educational Standards (BOSTES) [NSW Education Standards Authority (NESA) from 2017]. The application process takes into account siblings already attending the School, former-student and family connections and date of registration with the School.

*\*Frensham can accommodate girls in Year 4-6 who enrol as Weekly or Casual Boarders and travel to and from Gib Gate daily.*

Once enrolled, students are expected to adhere to the School's ethos and comply with the School Rules to maintain the enrolment.

### Policy

1. All applications are processed in accordance with the School's Enrolment Policy, with the student and family invited to interview, which also includes a tour of the campus.
2. Each applicant, with a parent or guardian, is interviewed by the Head of Gib Gate and the responses regarding the student's ability and willingness to support the School's ethos are considered.
3. Each applicant's educational needs are considered at the time of interview through discussion with the student and family and with the student's most recent School Report being made available at the time of interview, if applicable. Further information may need to be gathered from an appropriate source.
4. In some instances, prior to an offer of a place, any necessary strategies which may be required are discussed and considered.
5. A letter offering a place is sent to the parent/guardian with the Enrolment Form. The return of the form with the requisite Enrolment Fee [non-refundable] confirms the place.
6. Continued enrolment is contingent upon payment of all boarding and / or tuition fees as and when they become due and payable.

## Theme 9: Other School Policies

### Student Welfare

Gib Gate 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 Gib Gate'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
<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>	Policy takes into account current legislation  Reviewed by all Staff	Available on request by contacting the School

Policy	Changes in 2021	Access to full text
<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' and 'Gib Gate Cares', Gib Gate 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 by all Staff	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>	Reviewed by all Staff	Available on School Portal (Schoolbox)
<b>Sexual Discrimination Policy</b> Gib Gate is committed to providing all staff and students with a working environment free of sexual harassment.	Reviewed by all Staff	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 by all Staff	Parent Information Book available on School Portal (Schoolbox)
<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.	Reviewed by all Staff	Parent Information Book available on School Portal (Schoolbox)
<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.	Reviewed by all Staff	Staff Handbook available on School Portal (Schoolbox)
<b>Fire Regulations Policy</b> Information and instruction sessions are held once per semester.	Reviewed by all Staff	Staff Handbook Fire Log available on School Portal (Schoolbox)
<b>Lockdown Policy</b> Information and instruction sessions are held once per year.	Reviewed by all Staff	Staff Handbook available on School Portal (Schoolbox)



Policy	Changes in 2021	Access to full text
<b>Communications Policy</b> Communication with parents is achieved through: <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> Protocol for communications is outlined in the Parent Information Book.	Reviewed by all Staff	Parent Information Book and Staff Handbook available on School Portal (Schoolbox)
<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.	Reviewed by all Staff	Staff Handbook
<b>Security Policy</b> Outlines the security arrangements for the campus.	Reviewed by all Staff	Staff Handbook
<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.	Reviewed by all Staff	Parent Information Book and Studies Policy available on School Portal (Schoolbox)
<b>Daily Routines including</b> <ul style="list-style-type: none"> <li>• Student Attendance Procedures</li> <li>• General movement</li> <li>• Supervision between classes</li> <li>• Playground duties</li> </ul>	Reviewed by all Staff	Parent Information Book and Staff Handbook available on School Portal (Schoolbox)
<b>Human Influenza Pandemic Plan</b> Flexible plan that can be used as a guide during mild, moderate and severe pandemics in order to reduce risk	Reviewed by all Staff	Staff Handbook

## Anti-Bullying

Gib Gate provides processes for responding and managing allegations of bullying including a Flowchart for Managing Unacceptable Behaviour and how to the contact local police School Liaison Officers.

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

Policy	Changes 2021	Access to full text
<b>Behaviour Management Policy encompassing</b> <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: therefore discipline is 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 School property will be treated with care</li> </ul>	Reviewed	Staff Handbook Overview included in Parent Information Book

Policy	Changes in 2021	Access to full text
<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 of positive relations by managing and eliminating unacceptable behaviour</li> <li>Flowchart for Managing Unacceptable Behaviour</li> </ul>	Reviewed	Staff Handbook Overview included in Parent Information Book

## 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
<b>Behaviour Management Policy encompassing</b> <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: therefore discipline is 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 School property will be treated with care</li> </ul>	Reviewed	Staff Handbook Overview included in Parent Information Book
<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 of positive relations by managing and eliminating unacceptable behaviour</li> <li>Flowchart for Managing Unacceptable Behaviour</li> </ul>	Reviewed	Staff Handbook Overview included in Parent Information Book

## Complaints and Grievances Resolution

Gib Gate'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 Gib Gate'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
<b>Grievances and Disputes Policy</b> This document sets out the procedures to be followed at Frensham Schools where a problem arises within a teacher's performance of duties.	Reviewed	Staff Handbook available on School Portal (Schoolbox)

Policy	Changes in 2021	Access to full text
<b>Grievance Handling – Best Practice Policy</b> This policy sets out the procedure for handling discrimination/ harassment grievances at Frensham Schools. In summary, grievances are handled <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)
<b>Recruitment Policy</b> Frensham Schools is an Equal Opportunities employer. All staff must consent to employment according to the conditions in the Child Protection legislation.	Reviewed	Staff Handbook
<b>Privacy Policy</b> This policy outlines how Frensham Schools uses and manages personal information provided to or collected by it. Frensham Schools is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.	Reviewed	Staff Handbook available on School Portal (Schoolbox)

## Theme 10: School Determined Priority Areas for Improvement

### Achievement of priorities for 2021

Area	Priorities	Achievements
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Move to full Online Teaching and Learning</li> <li>• Move to dual model of Online Learning and Face to Face Learning</li> <li>• Transition back to full Face to Face Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Successful transition to full online teaching and learning including live teaching via Zoom and personalised and differentiated Learning and Learning support</li> <li>• Successful management and delivery of both online learning and face to face learning (Students of Essential Workers and Students at Risk)</li> <li>• Successful management of staggered return to full face to face teaching and learning</li> </ul>
<b>Student Welfare</b>	<ul style="list-style-type: none"> <li>• Implementation of ICT Policy for Chromebooks and Google Classroom Year 3-5 for online Teaching and Learning</li> <li>• Implementation of Google Classroom in BYOD Year 6 programme for online Teaching and Learning</li> <li>• Student and Family Wellbeing programme implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Student and Family information and staff training</li> <li>• One to one online well-being checks between student/teacher/parent</li> <li>• Student and parents feedback sought via Google Forms</li> <li>• Introduction of student Wellbeing Wednesdays</li> <li>• Family Friday Zoom into Rooms Sharing and Zoom Assemblies</li> </ul>



Area	Priorities	Achievements
<b>Staff Development</b> <i>[See summary of professional learning programmes in <b>Area 5 of this Report</b>]</i>	<u>Highlights include:</u> <ul style="list-style-type: none"> <li>Continuation of Professional Development in Online format via Zoom and Webinar</li> </ul>	<u>Focus:</u> <ul style="list-style-type: none"> <li>Making Thinking Visible Continuation of implementation</li> <li>Individual staff commitment made to attainment of professional accreditation goals.</li> </ul>
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>ICT</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Google Classroom Years 3-5</li> <li>Successful implementation of Video Conferencing and Online Learning</li> </ul>

## Theme 11: Initiatives Promoting Respect and Responsibility

At Gib Gate, 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* and *Gib Gate cares*.

Undertaken annually:

- Staff review the Code of Conduct devised by the School (Staff Handbook), detailing the respect that must be observed by teachers in all aspects of their work with students and colleagues.
- Weekly Prayer Assemblies and formal Performance Assembly programmes, provide regular opportunity for promotion of the School's Christian values.
- Students share responsibility for many aspects of the School's operation: Year 6 students are Buddies for Kindergarten and all members of Year 6 share overall responsibility with teachers for special areas of the school and whole-school activities.

## Theme 12: Parent, Student and Teacher Satisfaction

### Teachers:

Informal feedback from teachers and discussions with Co-ordinators indicates that during 2021 staff were generally very satisfied in all areas of their work in the School, particularly in terms of relationships with parents and colleagues, support of the Head of Gib Gate, involvement in policy decisions, sharing of responsibilities and professional development opportunities.

Gib Gate staff speak positively to others about the high quality of the School.

### Parents:

The **Gib Gate Advisory Committee** met four times during 2021 and discussed issues of policy and procedure with the Head of Frensham Schools. The Head of Gib Gate attended all meetings at the invitation of the Head of Frensham Schools. Practice within the School is that matters of parent concern are directed to the School immediately by the individual parent, for response by staff or by the Head of Gib Gate. Additionally, matters are raised at the Advisory Committee Meetings for discussion or 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 are provided to the Board of Governors of the School.

The umbrella group of all parents, **Families of Gib Gate** [FOGG] met each term to discuss ways in which parents could support the School. Within this group, Class Parent Representatives for all classes worked energetically with the School throughout the year, in support of special events.

**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 attendance by parents. Subsequent parent meetings were scheduled on request of parents or the School.

Feedback was sought from parents during Online Learning via Google Form provided positive feedback with regard to appropriate level of resources, support, communication and student welfare.

From formal and informal feedback, including comments to the Head and letters to the School, parents appeared, in general, to be very satisfied with the School.

### Students:

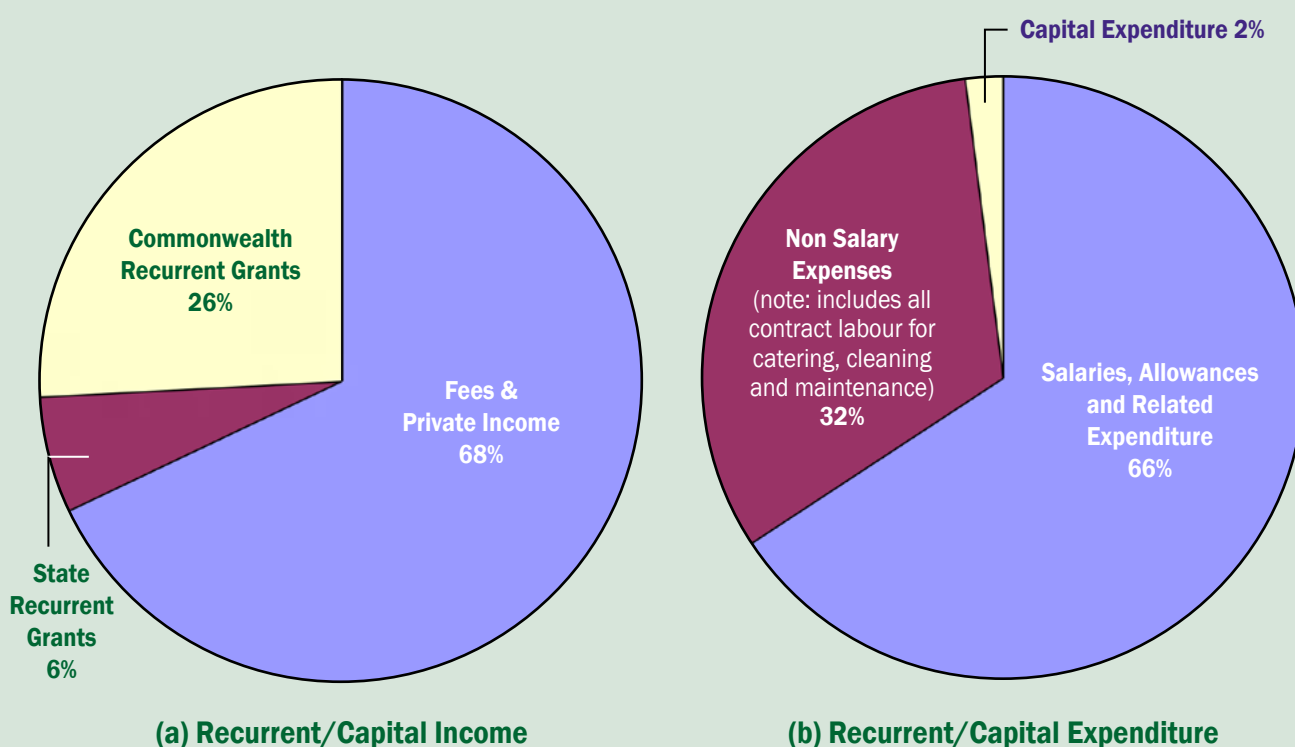
Student retention rates and overall involvement in School activities and events, in addition to formal and informal feedback from parents and teachers reflect general satisfaction with the School by students.

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

Student Feedback during Online Learning via Focus Groups K-2 and Google Forms Year 3 – 6 provided positive feedback with regard to appropriate level of communication, academic challenge and student welfare.

## Theme 13: Summary Financial Information

### GIB GATE 2021 SUMMARY FINANCIAL INFORMATION







FRENSHAM SCHOOLS

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