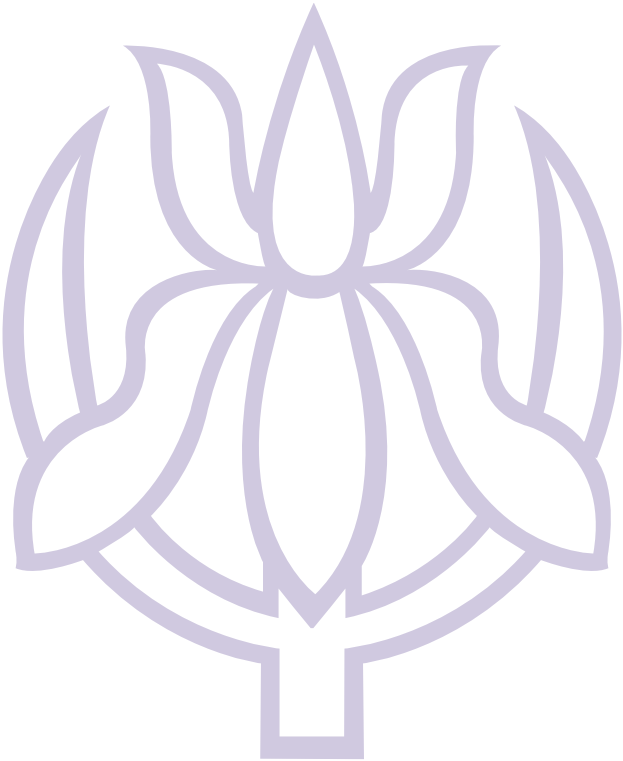


# FRENSHAM

## **Educational & Financial Report 2022** (1 July 2023)

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







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

### Board of Governors of Frensham Schools – Message from the Chair of Governors

This time last year, Ms Elizabeth Stuart (Chair, May 2017 - March 2022) reported to Members about the challenges that we faced, not only in 2020, but more so in 2021 as a result of the COVID-19 pandemic.

That scenario continued into the early part of 2022. It wasn't until the School's Birthday weekend in June that we were able to return to some semblance of normality, where many parents and friends for the first time in several years were able to join in activities and celebrations.

The staff of Frensham Schools are to be commended for their continuing efforts and support in managing the ongoing challenges during this most difficult period.

In addition to this dilemma, Ms McGarry rebuilt her Executive team with new appointments, notably the Deputy Head of Frensham Schools, Head of Gib Gate, Director of Student Life (Boarding), Director of ICT as well as recruiting a Director of Teaching and Learning and a Director of Wellbeing and Character Education for 2023 commencement.

**Strategic Priorities** – the Board, Frensham Schools Executive and the Frensham Executive participated in a workshop facilitated by Dr Robert Kay, discussing emerging developments in education and industry, and focussing on how we best prepare our students for their future in learning, work and life.

**2035 Master Plan** – significant progress was made with regard to three major capital projects:

- Two-court Sports Hall – Tendering occurred during October and November 2022 and the construction contract for this major project was executed on 9 January 2023. Construction has now commenced, and we expect completion by the end of 2023.
- Holt Student Accommodation (Holt) – Work continued towards gaining planning approval of this project. As was noted last year, an appeal was made to the Land & Environment Court to obtain approval for this strategically important project. We are still awaiting the Court's decision.
- Staff Accommodation – Continuing our strategy of offering on-site accommodation to staff wherever possible, five houses on the corner of Range Rd and Railway Pde are now occupied by staff members and their families. Late in the year an opportunity arose to acquire a house adjacent to Dunsfold in Waverley Pde. The Board and Executive continue to develop plans to expand the number and range of accommodation available for staff as we believe this is necessary to attract and retain the best available teachers.

**Gib Gate** – Ms McGarry reported that, after 18 years of leadership, the Head of Gib Gate, Ms Sally Robson had resigned. Mrs Anne Graham (Head of Gib Gate, Acting) and Mr Gregory Hannah (Acting Coordinator of Administration) went on to lead Gib Gate throughout 2022, providing stability and reassurance to the staff, students and parents of Gib Gate. From 2023, Mrs Anne Graham's title will change to *Deputy Head of Gib Gate* to better reflect her role and responsibilities. After an extensive recruitment process, Mrs Lucy Gregory was appointed Head of Gib Gate, commencing in January 2023.

The Head presented the Board with her assessment of 'what next' for Gib Gate, with strategic focus including increased marketing and communications resources, which have been employed to raise the profile of Gib Gate; continued opportunities for students to enjoy the broader facilities of Frensham and Sturt; development of a strong collaboration programme between Year 6 and Year 7 at Frensham to consolidate the place of Gib Gate in the future of Frensham Schools; Gib Gate Advisory Committee and Families of Gib Gate (FOGG) are in strong support to help reconnect the GG community after two very disjointed years of the COVID-19 pandemic.

### Winifred West Schools Foundation Ltd

Following two comparatively difficult years, 2021 was a year of rebuilding for Foundation's Livestock Enterprise. During 2022 we have seen the results of this investment. As of 31 December 2022 the value of the Livestock Enterprise had grown to over \$285,000 and Foundation had 36 cattle and 25 sheep 'in the paddock'.

The Winifred West Legacy (WWL), Foundation's bequest group, continues to grow and serve its purpose to acknowledge the long history of bequests to the School. The WWL was officially launched in 2021 at a lunch well-attended by members of the Frensham Schools community and brought its Custodians together for the first annual lunch in 2022.

Foundation's inaugural 24-hour Giving Day was held on Tuesday 20 September. A fundraising target of \$250,000 was set and this was achieved in two hours. Over \$493,000 was raised on the day, and the proceeds will support Educational Grants for both Frensham and Gib Gate students in 2024, the first time this type of support has been created at Gib Gate. Five students will be the recipients of a '353 Grant', with 353 recognising the total number of donors who helped to create these new Grants.

The Board of Governors extends its acknowledgement and sincere thanks to Mr Scott Staniforth and his Board of Directors for their time and commitment in serving the Frensham Schools community.



### **Frensham Fellowship [Alumni]**

Fellowship in 2022 was led by President Mrs Pook Austin, together with the Fellowship Committee, they continued to inspire connection of Old Girls to School events. Frensham Fellowship had to postpone most of its reunions scheduled in 2020 and 2021, owing to COVID-19 restrictions being in place. Ms Jackie Dalton, Director of Philanthropy and Fellowship Liaison, and Mrs Penelope Ellice-Flint, Fellowship Liaison worked with Old Girl representatives of specific year groups to organise something special in 2022. These postponed reunions were held together on 21 May 2022 – a most successful and joyous occasion.

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:

- Boarding: settling into Boarding, Exeat and leave system management - use of Orah (Boarding software)
- Uniforms
- Health Centre
- Community Engagement: communication from the school to parents, community engagement, including Head's Tour, regional events; WhatsApp groups (parent based)
- Activities: use of the Gym, Sport, Activities on and off campus,
- Mobile boosters in the Houses,
- Staffing updates: including introduction of the new Deputy Head
- Catering surveys (results from parents and students)
- Enrolments

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 2022, 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 350+ student population board. A school of choice for Australian families living and working overseas, and for the Sydney and rural communities of New South Wales, Frensham's reputation for and commitment to 21st century boarding are such that many local students also choose to board.

Frensham is outward-looking and forward-thinking, providing a rigorous and personalised academic 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 2022

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, 2022, 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.

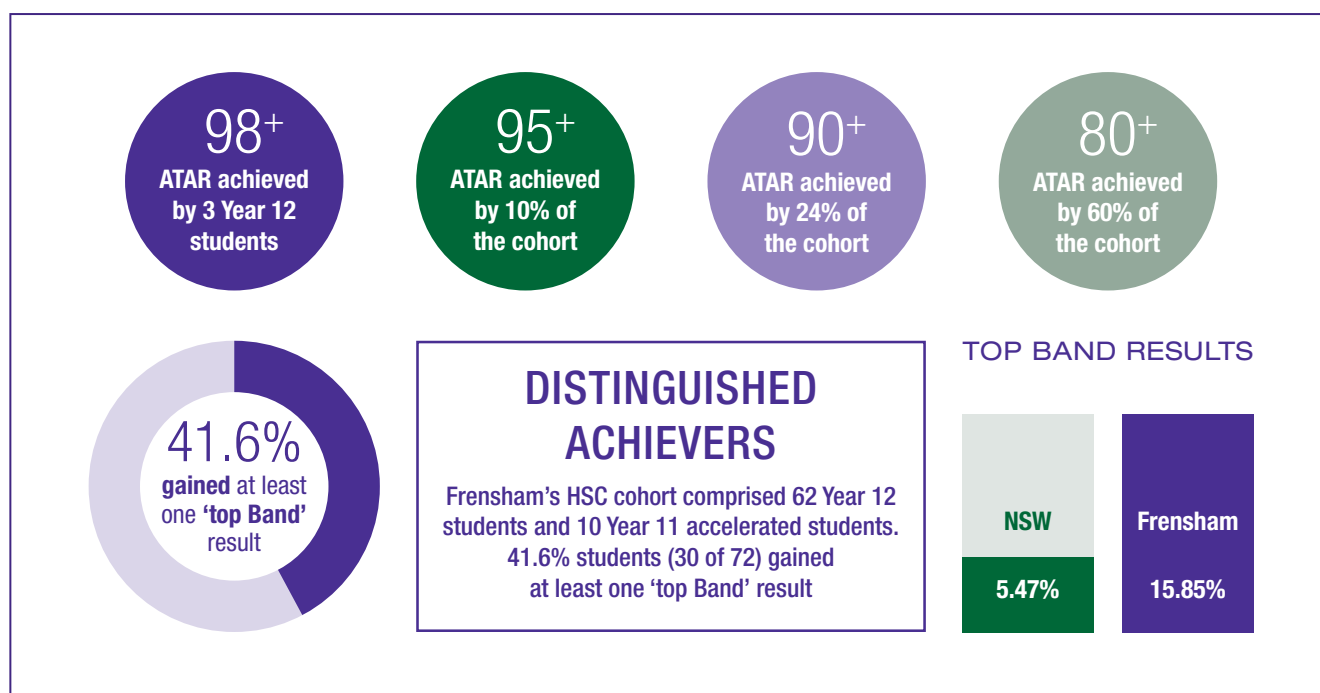
Language Studies, Individualised Learning Plans, individual support and differentiated teaching programmes for Years 7 to 10 contribute to value adding in the areas of Literacy and Numeracy.

#### Higher School Certificate 2022

In 2022, a significant overall achievement of the cohort was linked (as in 2019, 2020 and 2021) to the fact that 100% of students achieved offers of places in tertiary courses of their choice by the completion of offers in January 2023, many also gaining highly competitive scholarships to support their studies.

#### AUSTRALIAN TERTIARY ADMISSIONS INDEX (ATAR)

- **Frensham's highest achievers** (3 students) **gained an ATAR of 98+**
- **5%** of Year 12 achieved an ATAR **above 97**
- **10%** of Year 12 achieved an ATAR **above 95**
- **24%** of Year 12 achieved an ATAR **above 90**
- **60%** of Year 12 achieved an ATAR **above 80**
- **41.6%** gained at least one **'top Band'** result
- **Extension studies** were undertaken by **45%** of Year 12 – with excellent results  
(English, Mathematics, History, Languages, Music, Science are the Extension courses offered in NSW)
- **11%** of Year 12 studied **4 Unit Maths** (Mathematics Extension 1 and 2)



Further information is available in **HSC Results 2022** 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 |
|---------|---------------------------|
| 2022    | HSC                       |
| 2022    | 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 2022 are noted below:

| No of Staff Involved | Course and Focus  |
|----------------------|---|
| 80                   | Child Protection 2022 Mandatory training: Legislation Update: <i>Creating Safer Independent Schools – Professional Responsibilities and Boundaries</i><br>Delivered by Kathryn Element (Senior Child Protection Advisor/Investigator) AIS NSW Child Protection Unit.  |
| 14                   | The ClickView platform – how to access the platform and use the resources for planning units of work across KLA's.  |
| 2                    | <i>Provide First Aid in an Education and Care Setting</i> (course includes HLTAID011 and HLTAID009: <i>Provide CPR</i> ). Delivered by Highlands First Aid Moss Vale Services Club.<br>An all-day course including: Provide CPR in the morning session; Dealing with medical emergencies and trauma in the afternoon session  |
| 1                    | AIS webinar. Briefing to provide insight into the current position of the court, risks and ongoing uncertainties in regard to engaging contractor and peripatetic contractors.  |
| 1                    | Modern Teaching Aids: <i>LEGO® Education – SPIKE™</i> . Explanation of new hardware and software to replace resources used at Gib Gate for Robotics programmes.   |
| 1                    | Two day conference. Australian Primary Health Care Nurses Association (APNA) Conference, Canberra. Focus: Learn the latest clinical guidance, gain new knowledge to grow scope of practice and discover new ways to provide better patient care.  |
| 3                    | NESA Highly Accomplished and Lead Teacher Webinar. This workshop was for HALT applicant teachers to develop a module.   |
| 1                    | Term 4 Network Meeting NCCD Reflection 2022 and Planning for 2023. AIS NSW Webinar  |
| 80                   | Strategic Priorities 2023 workshop. Facilitated by Dr Robert Kay  |
| 1                    | <i>Future Focus: A Gifted Education Paradigm Shift</i> . The Australian Association for the Education of the Gifted and Talented 2022 virtual conference and Annual General Meeting.  |
| 2                    | <i>Inquiry Learning: What, Why and How?</i> Presented by Kath Murdoch at Waterview Convention Centre Homebush. This workshop is designed for teachers who are newer to inquiry or those who wish to refresh their understanding of the inquiry approach and update their pedagogy.  |
| 1                    | Term 4 NCCD Network Meeting. AISNSW online via Zoom; Facilitated by Education Consultants in the Student Services Team  |
| 80                   | Frensham Schools Professional Learning Day<br>Session 1: Strategic Priorities 2023-2028 presented by Dr Robert Kay<br>Session 2: Final TLC meetings for all groups 2022<br>Session 3: Frensham Teachers 7-12 Moving forward with Data 2022 – 2023. How standardised data fits into our professional view of how students learn; key trends for our gifted and talented and high potential students; key trends for students who require support (QDTP) and ILPs; identifying each student on ILP's for Term 4 and identifying G&T students who continue to learn best using a variety of strategies including extension and enrichment; ability grouping, subject acceleration, grade skipping etc.<br>Gib Gate Teachers K-2: IntiliaLit Extension course provided by MULTILIT continued from 6 September.<br>Gib Gate Teachers 3-6: Reading and responding to the new English K-6 Syllabus for implementation 2023 |
| 20                   | <i>Emergency Care EC101 and Cardiopulmonary resuscitation – HLTAID009</i> Course provided by Surf Lifesaving Australia. (Mandatory certification for all staff working in Preschool, Boarding and Health Centre.)   |
| 3                    | NESA [online]. Highly Accomplished Teacher Information Session  |



| No of Staff Involved | Course and Focus  |
|----------------------|---|
| 2                    | SchoolBox Conference 2022 Melbourne. Presentation given by Mrs Lucy Dalleywater on <i>The Strategic Implementation of a School-Wide Platform</i> alongside the Director of Students at Scots, and the Head of Digital Learning and Practice at Wesley College.<br>Information gathered at a variety of presentations to develop our system at Frensham Schools P-12.  |
| 3                    | INITIALIT Extension Programme – Session 1 of 3 one-hour sessions<br>MULTILIT online PL session to familiarise teachers of the InitialLit programme K-2 with the new resources available for students working above 'class level'.   |
| 1                    | <i>The Science of Language &amp; Reading: Secondary School Perspective</i> online. LaTrobe University School of Education. Session 2: The professional learning is targeted towards providing research backed strategies to assist all students improve their reading within a secondary context, with a specific focus on students with reading disadvantages.   |
| 1                    | Using the ACER PAT (Progressive Achievement Tests) suite. Update knowledge with regard to the suite of tests available to all teachers at Frensham Schools for Years 1-10.  |
| 1                    | Alliance of Girls Schools Australasia Live webinar. <i>The legal implications of gender issues for schools</i> . Presented by David Ford (Carroll & O'Dea Lawyers). Reasonable steps should be taken to fulfil a school's duty of care to transgender students, and what are its obligations under discrimination and privacy laws.   |
| 7                    | Middle Leaders Programme AIS NSW Leadership Centre. Bespoke programme developed for Frensham Schools and presented by Robyn Edwards and Michael Bignall AIS NSW Leadership Centre on campus Frensham.   |
| 3                    | 2022 International Boarding Forum: 'A Chance to Reconnect' – a networking and discussion-based conference for those working in Boarding. Plenary speakers Dr Kate Hadwen; Chris Mills; Keith Abrahams; Li Cunxin; Michael Carr-Gregg. Brisbane Convention and Exhibition Centre   |
| 1                    | ABSA Certificate Course. This Certificate Course certifies Boarding Staff to understand, analyse and apply risk management techniques within their roles in a boarding environment.   |
| 80                   | FS Professional Learning Day 7 and including TLC 6 for all teachers P-12  |
| 1                    | Alliance of Girls Schools Australasia Live webinar. <i>L-Platters: How to help our girls on the road to adulthood</i> . Madonna King: the struggles older girls shared with her, as she researched her latest book, <i>L-Platters</i> .   |
| 1                    | <i>The Science of Language &amp; Reading: Secondary School Perspective</i> . Session 1: The professional learning is targeted towards providing research backed strategies to assist all students improve their reading within a secondary context, with a specific focus on students with reading disadvantages. La Trobe University School of Education   |
| 1                    | <i>Teaching Classical Languages Symposium</i><br>Full day programme delivered by the Classical Languages Teachers Association<br>The 3rd Teaching Classical Languages Symposium showcases approaches to the teaching and assessment of ancient Greek and Latin developed by secondary, tertiary, and online adult-education instructors from Australia and New Zealand. Conference speakers share and discuss a diverse range of classical language teaching strategies to assist 21st century learners in a range of educational contexts. |
| 2                    | <i>Character Leaders in Education Research Workshop</i> . Notre Dame University Sydney<br>Professor Nancy Hill and the Character Leaders in Education convenors, unpacking the first Character Leaders in Education research project, 'Formed for Flourishing: Towards a new measure of school success'. Included Professor Hill's Clark Lecture and meetings with Professor Hill and Dr Ian PM Lambert.  |
| 3                    | NESA: <i>HSC Disability Provisions: The why, how and what happens</i> .   |
| 1                    | AIS NSW Student Services COMPASS Programme. Information Session: 2023 Whole-school Wellbeing Initiative   |

| No of Staff Involved | Course and Focus   |
|----------------------|--|
| 5                    | NESA Introduction to the Years 3-6 English and Mathematics Draft Syllabuses webinar.<br>The information sessions: provided a clear rationale, including evidence base and link to reform objectives, for the basis of the draft outcomes and content; an clarity regarding what to expect in the syllabuses when they are released for consultation.   |
| 15                   | Anaphylaxis Training update 2022. Delivered by Darrya Foster RN Coordinator of Frensham Health Centre.<br>Objectives of the training: Explore risk minimisation strategies; Identify allergic reactions and anaphylaxis; Use an ASCIA action plan; Practice using an adrenaline auto injector.   |
| 60                   | TLC 5  |
| 1                    | HALT Accreditation Update: new policies and procedures 2022 NESA. Information for Principals and Directors   |
| 1                    | Briefing NCCD Census 2022: Aus. Govt DoF Webinar (via Microsoft TEAMS). Information for Principals and Directors   |
| 10                   | Learning Consent Presentation by Dr Joy Townsend via ZOOM. This masterclass stepped FS educators through the latest research on young people's lived experiences of sexual consent and sexual learning. Using real-life case studies, participants were enabled to better understand the complexities surrounding young people's navigation of consent and become familiar with best practice for comprehensive consent education.   |
| 80                   | FS Professional Learning Day 6 and including TLC 4 for all teachers P-12<br>Teachers 7-12 in Faculty under the direction of Faculty Heads<br>Boarding staff: Youth Mental Health Certificate via ABSA Webinars as directed by Head of Student Life, Ms Sally Edwards<br>Health Centre: Strapping Course by specialist Physiotherapist<br>Gib Gate Teachers K-6 AIS NSW Consultant L Woodley: Legislation & NCCD Requirements for Meeting the Needs of Children with Disability   |
| 60                   | Mid Term TLC 3   |
| 2                    | Character leaders in Education Symposium. SMC Conference Centre Sydney. Engaging with some of the finest scholars and practitioners in philosophy, psychology, theology and leadership from Australia and overseas, the Character Leaders in Education National Symposium provides a unique professional learning opportunity. Three themes in Plenary sessions and Masterclasses: Understanding Character and the virtues; Connecting character with care and Fostering character for leadership  |
| 1                    | ALIA Schools - Staffing Obligations. Delivered online.   |
| 7                    | Middle Leaders Programme AIS NSW Leadership Centre bespoke programme developed for Frensham Schools and presented by Robyn Edwards and Michael Bignall AIS NSW Leadership Centre on campus Frensham.   |
| 1                    | Leading the Implementation of the new English K-2 Syllabus delivered in person by specialist AIS NSW consultants. AIS NSW York St Sydney.  |
| 1                    | Careers Advisors Accreditation & Training Day (for Frensham Year 10 programme 2022). Ryde Parramatta Gold 1-Day Course. Presented by Dr Marian Kratzing; Principal Careers Psychologist: Careers Avenue.   |
| 2                    | Highly Accomplished and Lead Teacher (HALT) Summit at the Hilton Hotel in Adelaide, South Australia.   |
| 4                    | Skills Acquisition Theory of Language Learning (session 2 continues from 2021). Webinar presented by Dr Gianfranco Conti.  |
| 80                   | Teachers 7-12 Frensham: Understanding the new Academic Assessment Services Data: Presented by Robert Allwell & using the data for planning and programming<br>Teachers P-6 Gib Gate: Using data effectively K Chauncy; Working towards the implementation of New English & Maths Syllabuses K-6 2022 K Chauncy<br>Boarding Staff: Planning for Individual student Health Care Plans Term 2: Darrya Foster<br>Health Centre Staff: Supporting Neurodiverse students in Boarding: R Phillips<br>All Teachers P-12 spent Session 3 working in their TLC groups. |

| No of Staff Involved | Course and Focus  |
|----------------------|---|
| 7                    | <i>Middle Leaders Programme</i> AIS NSW Leadership Centre bespoke programme developed for Frensham Schools and presented by Robyn Edwards and Michael Bignall AIS NSW Leadership Centre on campus Frensham.   |
| 1                    | <i>Annual NSW Suzuki Teachers</i> Online PD Programme: Keynote address, General PD sessions and instrument specific repertoire sessions by 13 international and national guest tutors. 6-day programme.   |
| 80                   | Teachers P-12: Day 3 of <i>Mini Certificate of Gifted Education</i> (GERRIC UNSW) – postponed event from 2021. House and Health Centre Staff: Anaphylaxis Training  |
| 1                    | Webinar by Samantha Coates of Blitz Books with 4 guest speakers: 'One More Time: Preparing your best live or recorded performance.'   |
| 1                    | Science Teachers Association (STA) Meet the Markers 2022: Chemistry - Exam Analysis [online via webinar]  |
| 60                   | TLC 1 Frensham campus groups.<br>Gib Gate campus group: POSTPONED due to continuing TELSTRA internet connection difficulties and staff shortages at Gib Gate  |
| 1                    | Suzuki PD presented by the Suzuki Association of Ontario, Canada [via Zoom]. 'The History and Philosophy of Tonalization' by Fumiyo Kuramochi. (75 mins.)   |
| 1                    | Presenter at AIS Conference for music teachers – AIS NSW Conference Centre York Street Sydney.  |
| 1                    | NSW Japanese Teachers' Conference 2022: Novotel Parramatta. Presentation at Conference by Lisa entitled: Maximum impact in limited time – making the most of short lesson times. Session outline: The presentation introduces teachers to Project Zero's Making Thinking Visible routines and how to apply these to a language classroom. Teachers will also develop an understanding of how to structure short lessons to maximise the effectiveness of teaching time and the benefits of song to aid with pronunciation and vocabulary retention. |
| 3                    | IPSHAA Curriculum Coordinators Meeting via Webinar AIS NSW. Exploring the new K-2 Mathematics Syllabus with Dr Jake Little (NESA Senior Education Officer - Subject Matter Expert Numeracy).  |
| 2                    | English Extension 2 workshop: English Teachers Association (ETA NSW). Literature Review; Critique of the Creative Process; The Reflection Statement. Separate sessions on each form Experienced EE2 teachers will share their insights and ideas on their specific form. Separate sessions for each medium: Short Fiction; Creative Non-Fiction; Poetry; Critical Response; Script – short film, television, drama; Sound medium/podcasts – drama, storytelling, speeches, performance poetry; Digital media.                                       |
| 2                    | Induction session AIS NSW: Policies and Procedures for beginning teachers working towards Proficient Teacher Accreditation. Workshop conducted by AIS NSW/ISTAA consultant Catherine Manalili on campus, Frensham.  |
| 1                    | Alliance of Girls Schools Australasia. <i>Mental Health and Wellbeing</i> webinar. Wellbeing strategies for leaders and school communities. Dr Adam Fraser – Peak performance researcher, speaker and author and Dr Joe Thurbon – Chief Technology Officer, Educator Impact.  |
| 8                    | PZ Perspectives – Education that Matters International Conference [interactive online]. Plenary sessions include <i>Cultures of Thinking in Action</i> – Ron Ritchhart and <i>From Vision to Action: Enabling Complex School Change</i> – Flossie Chua and David Perkins. Participants chose a variety of workshops to attend throughout the 2 days.  |
| 1                    | Alliance of Girls Schools Australasia. Teach us consent – How schools can champion consent education webinar. Madonna King in conversation with activist Chanel Contos  |
| 2                    | MULTILIT Training for delivery of programmes Year 7 to Year 9 targeted students 2022. Online via videoconference.   |
| 2                    | AIS NSW: <i>A Whole-school Approach to Health and Respectful Relationships</i> . Regional workshops. Berida Hotel, Bowral.  |

| No of Staff Involved | Course and Focus  |
|----------------------|---|
| 60                   | TLC Meeting 1 2022. Teachers selected from 7 options: Creating a Culture of Thinking; The Power of Making Thinking Visible; Formative Assessment; Deliberate Practice; Academic Writing; Introduction to Gifted Learners OR Working Towards Teacher Accreditation.  |
| 1                    | NSW Early Years Nature Connection 2022 Conference. <i>Nature Play – Not a Passing Fad</i> . Representing Gib Gate & presenting a workshop: <i>Nature Influencing Curriculum – using Making Thinking Visible Routines</i> (Harvard PZ).  |
| 1                    | AIS NSW & ISTAA: Supporting Teachers through Accreditation at Experienced Teacher [online webinar]. New timeframes; new Handbook [digital only] and all ISTAA links and resources; advice re descriptors that are challenging to meet including diverse cultural community/imputed disability, putting data together, writing effective annotations (applicants) and testimonials (supervisor).   |
| 1                    | APSMO [Maths Olympiad Years 5&6 Gib Gate] <i>Building Confidence in Maths Problem Solving</i> .   |
| 1                    | Alliance of Girls Schools Australasia. <i>Boost your enrolments by cultivating highly engaged parents</i> . Webinar   |
| 1                    | AIS NSW <i>Working Towards the Digital Portfolio for Experienced Teacher 2022</i> . The course had three key focus areas: 1. The Testimonial (observations by school appointed supervisor) 2. References (if used for allowed descriptors) 3. Annotations – further discussion and examples. Also discussed was how to demonstrate descriptor 7.4.  |
| 3                    | IPSHAA Curriculum Coordinators Umbrella Group. Introduction to the new K-2 English Syllabus Webinar   |
| 1                    | Alliance of Girls Schools Australasia. Mental Health and Wellbeing webinar. <i>Putting student wellbeing in the spotlight – Practical strategies implemented by schools in Australia and New Zealand</i> . Presenters: Dr Nicole Archard – Principal, Loreto College Marryatville, Adelaide; Rachel McMillan – Year 12 Dean, St Hilda's Collegiate School, Dunedin; Liana Gooch – Deputy Principal, Korowa Anglican Girls' School, Melbourne; Jennifer Oaten – Principal, Santa Maria College, Perth.   |
| 80                   | Plenary session held for all Frensham Schools Staff by Sarah McGarry. Sessions included: Frensham Staff: Schoolbox 2022: Lucy Dalleywater; Learning Profiles 7-12: Kate Chauncy and Medical Health alerts: Darrya Foster; AIS NSW Online course Refresher: Disability Legislation and the Standards including a case study: Leanne Woodley AIS NSW - Manager: Student Services; House Staff Meetings: Sally Edwards and Health Centre Meetings: Darrya Foster. Gib Gate Teachers: New students 2022 P-6: Sally Robson; Smart Board Training: Visionnext; Schoolbox 2022 Lucy Dalleywater. |
| 20                   | Plenary sessions held on each day by Sarah McGarry; Heads of Faculty sessions led by Janene van Gogh analysing 2022 HSC Results; Year Coordinators led by Wendy Fawbert. New Staff Induction: 10:30am-3:30pm on each day led by Kate Chauncy covering Philosophy of the School, Code of Ethics, ICT and Business Management, Staff Handbook, Studies Policy, classroom routines and protocols and 2022 student learning profiles.   |
| 1                    | Sturt Summer School. <i>Wood project: Dai-uchi – Japanese plane making</i> with Hiroshi Yamaguchi.  |



## Teacher Standards

|       | Teaching Standards Category   | Number of Teachers |
|-------|---|--------------------|
| (i)   | Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines.       | 48                 |
| (ii)  | Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications. | 0                  |
| (iii) | Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching content.                        | 0                  |

## Teacher Accreditation

| Teaching Standards Category                           | Number of Teachers |
|---|--------------------|
| Conditional   | 0                  |
| Provisional   | 7                  |
| Proficient Teacher                                    | 41                 |
| Highly Accomplished Teacher (voluntary accreditation) | 0                  |
| Lead Teacher (voluntary accreditation)                | 0                  |
| <b>Total number of teachers</b>                       | <b>48</b>          |

## Theme 6: Workforce Composition

| School Staff 2022  | Number of Staff |
|--|-----------------|
| Teaching staff   | 48              |
| Full-time equivalent teaching staff                            | 43.9            |
| Non-teaching staff (includes House Staff)                      | 48              |
| Full-time equivalent non-teaching staff (includes House Staff) | 35.6            |

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 [2021/2022]:

95.3% (all but 3 students) who completed Year 10 in 2020 continued on to complete Year 12 in 2022.

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

### Attendance Rates 2022

| Year                | Rate          |
|---------------------|---------------|
| 7                   | 91.37%        |
| 8                   | 88.37%        |
| 9                   | 92.99%        |
| 10                  | 92.97%        |
| 11                  | 92.61%        |
| 12                  | 95.26%        |
| <b>Whole School</b> | <b>92.40%</b> |

### Post School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2022 HSC cohort.

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

Year 12 2022 for their achievements in terms of Tertiary Placement offers. This information comes to us in various forms but as at today we are aware of offers through the following tertiary institutions National Art School, Australian National University, Charles Sturt University, University of Canberra, Griffith University, Macquarie University, University of Melbourne, University of New England, UNSW, University of Notre Dame, Royal Melbourne Institute of Technology (UTS), University of Sydney, University of Technology (UTS), University of Texas, University of Western Sydney, University of Wollongong in courses that include the following:

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Bachelor of Actuarial Studies - full time at UNSW</li> <li>• Bachelor of Animal Science</li> <li>• Bachelor of Agricultural and Resource Economics</li> <li>• Bachelor of Arts/Bachelor of Advanced Studies (Media and Communications)</li> <li>• Bachelor of Arts/Doctor of Medicine</li> <li>• Bachelor of Agriculture/Bachelor of Laws</li> <li>• B Business / B Economics</li> <li>• B Business (Marketing)</li> <li>• B Business (Sport Management)</li> <li>• Bachelor of Commerce/Bachelor of Laws</li> </ul> | <ul style="list-style-type: none"> <li>• Bachelor of Health and Medical Science</li> <li>• Bachelor of International Studies/B Laws</li> <li>• Bachelor of Laws</li> <li>• Bachelor of of Meat Science</li> <li>• Bachelor of Medical and Health Sciences</li> <li>• Bachelor of Medical Science and Doctor of Medicine</li> <li>• Bachelor of Management (Sport Business)</li> <li>• Doctor of Medicine</li> <li>• Bachelor of Medical Radiation Science (Diagnostic Radiography)</li> <li>• Bachelor of Nursing</li> </ul> |
|---|--|

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Bachelor of Communication (Digital and Social Media)</li> <li>• Bachelor of Design in Architecture</li> <li>• Bachelor of Design in Fashion and Textiles Bachelor of International Studies</li> <li>• Bachelor of Economics/Bachelor of Laws</li> <li>• Bachelor of Education (K-12 Teaching)</li> <li>• Bachelor of Engineering (Honours) combined with B Arts, B Science, B Science (Computer Science)</li> <li>• Bachelor of Fine Art</li> </ul> | <ul style="list-style-type: none"> <li>• Bachelor of Occupational Therapy</li> <li>• Bachelor of Paramedicine</li> <li>• Bachelor of Physiotherapy</li> <li>• Bachelor of Politics, Philosophy and Economics</li> <li>• Bachelor of Primary Education</li> <li>• Bachelor of Psychology</li> <li>• Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</li> <li>• Bachelor of Visual Arts</li> <li>• Bachelor of Science/Bachelor of Laws</li> </ul> |
|--|---|

### Academic and Activity Awards and Tertiary entry achievements:

- Early Entry programmes: over 60 conditional or unconditional offers from the following institutions: Australian National University; Charles Sturt University; National Art School; University of Canberra; University of Notre Dame; Macquarie University; University of Wollongong, University of Sydney (portfolio application or E-12 Scheme); University of Technology Sydney.
- Scholarships and other awards
  - University of Sydney - Future Leaders Scheme
  - University of Sydney – 60% of students received E12 Early Entry Scholarships
  - University of Sydney - David W Johnston Scholarship
  - University of Sydney – Global Mobility Scholarship
  - Macquarie Leaders and Achiever's Early Entry Scheme
  - University of Wollongong - Principal's Recommendation Scholarship
  - University of Newcastle – Principal's Recommendation Scholarship
  - ADF Long Tan Youth Leadership & Teamwork Award
  - Year 12 ICAS Medal for English
  - Year 12 Latin III Exam Gold Medal and Summa Cum Laude Certificate
  - ARTEXPRESS HSC 2023 Exhibition



## 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.

### Policies

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 344 students [as at December 2022] of whom 74% are boarders [either weekly or full boarders]. Students come from diverse socio-economic backgrounds, with demographics a major factor in the School's population. We draw on Sydney, rural New South Wales, interstate, overseas and the Southern Highlands [local area].

In December 2022 the demographic of the School was:

|                           |     |
|---------------------------|-----|
| Rural                     | 37% |
| Southern Highlands        | 42% |
| Sydney                    | 19% |
| Overseas/Interstate/Other | 2%  |

See *MySchool* website for 2022 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 2022:

| Policy   | Changes 2022          | Access to full text  |
|--|-----------------------|--|
| <b>Child Protection Policy encompassing</b> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating 'reportable conduct'</li> <li>• investigation processes</li> <li>• documentation</li> </ul>  | Reviewed by all Staff | Staff Handbook<br>Parent Information Book available on School Portal (Schoolbox)                                     |
| <b>Positive Peer Relations Policy (Anti-Bullying) 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<br>Parent Information Book available on School Portal (Schoolbox)                                     |
| <b>Behaviour Management Policy</b><br>In accordance with the School motto 'In love serve one another', Frensham aims to encourage students to take responsibility for their own behaviour and assist each other to do the same.  | Reviewed by all Staff | Staff Handbook<br>Parent Information Book available on School Portal (Schoolbox)                                     |
| <b>Studies Policy</b> is prepared as a guide for Staff regarding policy and practice at Frensham. It encompasses <ul style="list-style-type: none"> <li>• Values, Aims, Objectives</li> <li>• Models for teaching practice</li> <li>• Differentiated Learning</li> <li>• Faculty Programming</li> <li>• Standards Policy</li> <li>• Approach to Learning</li> <li>• Assessment Policy</li> </ul> | Reviewed and amended  | Studies Policy available to parents on request by contacting the School and available on School Portal (Schoolbox)   |
| <b>Stage Handbooks</b> <ul style="list-style-type: none"> <li>• Studies and Curriculum information for Stages 4 and 5 is published in the Information Book and Studies Policy and parents are informed of changes throughout the academic year.</li> <li>• The Stage 6 Handbook is a reference guide for students undertaking Preliminary and Higher School Certificate Courses.</li> </ul>      | Stage 5 & 6 amended   | Stages 4 and 5: Information Book plus year-specific correspondence.<br><br>Stage 6: all students issued with a copy. |
| <b>Sexual Discrimination Policy</b><br>Frensham is committed to providing all staff and students with a working environment free of sexual harassment.   | Reviewed              | Staff Handbook<br>Summary and explanatory notes of the Act are available from the Head.                              |
| <b>Policy on School Uniform</b><br>School uniform is worn for all daily lessons/activities and at most school functions.   | Reviewed and amended  | Parent Information Book available on School Portal (Schoolbox)   |

| Policy  | Changes 2022         | Access to full text   |
|---|----------------------|---|
| <b>Dealing with critical incidents</b><br>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             | Parent Information Book available on School Portal (Schoolbox)                    |
| <b>Accident Management Procedures</b><br>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             | Parent Information Book available on School Portal (Schoolbox)                    |
| <b>Fire Regulations Policy</b><br>Information and instruction sessions are held once per semester.  | Reviewed             | Staff Handbook<br>Fire Log available on School Portal (Schoolbox)                 |
| <b>Lockdown Policy</b><br>Information and instruction sessions are held once per year.  | Reviewed             | Staff Handbook available on School Portal (Schoolbox)                             |
| <b>Communications Policy</b><br>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 and amended | Parent Information Book and Staff Handbook available on School Portal (Schoolbox) |
| <b>Work Health and Safety Policy</b><br>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             | Staff Handbook  |
| <b>Security Policy</b><br>Outlines the security arrangements for the campus.  | Reviewed and amended | Staff Handbook  |
| <b>Policy on the use of ICTs</b><br>Refers to all computer hardware, software systems, databases, telecommunications and electronic data transmissions used in gaining access to information, locations and people.   | Reviewed and amended | Parent Information Book and Studies Policy available on School Portal (Schoolbox) |
| <b>Daily Routines including</b> <ul style="list-style-type: none"> <li>• Student absence</li> <li>• General movement</li> <li>• Maintenance</li> <li>• Standby lessons</li> <li>• Prep supervision and Lunch supervision</li> </ul>   | Reviewed and amended | Staff Handbook available on School Portal (Schoolbox)                             |
| <b>Boarding Manual for Staff</b><br>This document seeks to explain how community life works at Frensham. We believe that the strong sense of community created through our boarding ethos enables us to provide an exceptionally rich and exciting education in its broadest sense for the benefit of each student in our care.   | Reviewed             | 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 2022      | 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; discipline is therefore based on a trust system</li> <li>a general expectation that students will be polite, punctual and tidy at all times</li> <li>an understanding that all drugs, including alcohol and cigarettes are forbidden</li> <li>an understanding that school property will be treated with care</li> </ul> | Reviewed and amended | Staff Handbook<br>Parent Information Book<br>( <i>Managing Unacceptable Behaviour flowchart</i> )<br>available on School Portal (Schoolbox) |
| <b>Positive Peer Relations Policy encompassing</b> <ul style="list-style-type: none"> <li>all members of the community</li> <li>promotion of personal growth and self-esteem</li> <li>building positive relations by managing and eliminating unacceptable behaviour</li> </ul>  | Reviewed             | Staff Handbook<br>Parent Information Book<br>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 2022 | Access to full text                                      |
|--|-----------------|--|
| <b>Grievances and Disputes Policy</b><br>This document sets out the procedures to be followed at Frensham where a problem arises within a teacher's performance of duties.   | Reviewed        | Staff Handbook<br>available on School Portal (Schoolbox) |
| <b>Grievance Handling – Best Practice Policy</b><br>This policy sets out the procedure for handling discrimination/harassment grievances at Frensham.<br>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<br>available on School Portal (Schoolbox) |

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

## Theme 10: School Determined Priority 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 2022, 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.

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 2022, formal and informal feedback from teachers, and discussions with senior staff, indicate that the majority of staff were satisfied with the general operation of the School, particularly in terms of professionalism displayed by colleagues, quality of teaching, relationships amongst colleagues, support for and management of students and whole-school professional development opportunities.

Opportunities for staff to convey matters of concern at meetings or through confidential surveys remained core to the Staff Meeting 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.

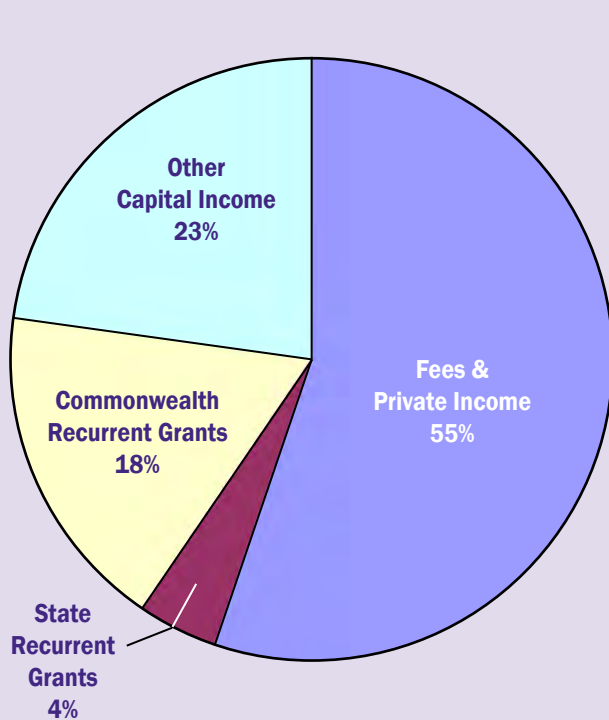
Information offered by students in confidential surveys and informally through their commentary to those enquiring about the School reflects general satisfaction with the School by students. High student retention rates and overall involvement in School activities and events support that view.



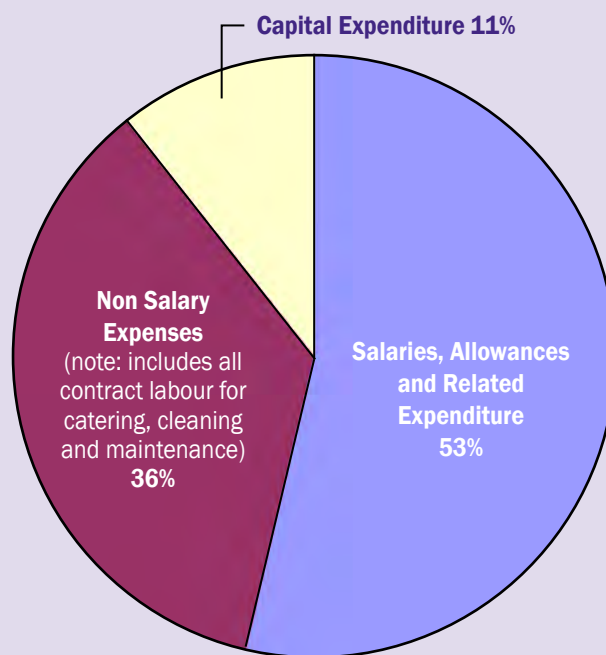


## Theme 13: Summary Financial Information

## FRENSHAM 2022 SUMMARY FINANCIAL INFORMATION



(a) Recurrent/Capital Income



(b) Recurrent/Capital Expenditure



*'The Ripple Effect' (Painting)*  
HSC Visual Arts major work  
by Stella Hanan – selected for ARTEXPRESS 2023 Exhibition



**FRENHAM SCHOOLS**  
GIB GATE · FRENHAM · STURT

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