

# GIB GATE

## **Educational & Financial Report 2020**

(1 July 2021)

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

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

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

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

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

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

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

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

### Winifred West Schools Foundation Ltd

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

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

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

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

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

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

**The Gib Gate (Parent) Advisory Committee**, chaired in 2020 by Dr Jerry Basson met online via Zoom 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
- Review of Gib Gate Parent Focus Group Feedback

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 2020 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 2020 Off-Campus Year 6 Dinner and 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 2020, Monitor positions included responsibility for Charity support, Library, Younger Children, House Sport, Office Support, 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, Ms Sally Robson.



## Theme 2: Contextual Information About the School

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.
- Technology-rich classrooms and a full computer laboratory linked to the Library, 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 annual Junior and Senior Musical Productions, 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>

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

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

In 2020, programmes which added value to student performance were:

- GGib Gate Science Fair – Online via Zoom
- Swimming Development Programme K-6 – Term 1 only
- 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: Hockey (including Minkey Hockey), Netball (including Fun-net and Netta), Basketball, Tennis, Cricket (including In2Cricket), Soccer
- K-6 Outdoor Education Programme – On School Site – Land for Wildlife Reh
- Online via Zoom - Peripatetic Music Tuition
- Visiting Author programme and writing workshops K-6 – Online via Zoom
- 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
- Online Via Zoom – Mother's Day, Father's Day, Grandparents' Day
- Videoed in accordance with COVID-19 Guidelines for Schools and presented online – P-6 Drama Performance
- Online via Zoom – Class Assembly Performances (Friday Zoom into Rooms)
- Chromebook Laptop Programme Years 3-5/Google Classroom
- Ipad Programme K-2
- Year 6 Monitors Roles and Leadership programme
- 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 Well-Being Wednesday Programme
- Online via Zoom – Year 2 participation in the First Lego League Competition

### Theme 4: Senior Secondary Outcomes

Not applicable to Primary Schools.

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

### Professional Learning/Professional Development Activities

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

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

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

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

### Teacher Standards

	Teaching standards category	Number of Teachers
(i)	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	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
(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	0
Proficient Teacher	10
Highly Accomplished Teacher (voluntary accreditation)	5
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>15</b>

## Theme 6: Workforce Composition

School Staff 2020	Number of Staff
Teaching staff	15
Full-time equivalent teaching staff	12.1
Non-teaching staff	7
Full-time equivalent non-teaching staff	5.6

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

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 2020

Year	Rate
1	91.99%
2	92.07%
3	95.86%
4	95.80%
5	93.18%
6	95.22%

## 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 accommodates 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.



## Procedures

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.

## 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 9: 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 2019:

Policy	Changes 2020	Access to full text
<b>Child Protection Policy encompassing</b> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating 'reportable conduct'</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	Policy takes into account current legislation  Reviewed by all Staff  Amended in accordance with COVID-19 Policy and Protocols regarding Online Learning	Available on request by contacting the School
<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  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 '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  Reviewed by all Staff	Staff Handbook Parent Information Book available on School Portal (Schoolbox)

<p><b>Studies Policy</b> is prepared as a guide for Staff regarding policy and practice at Frensham. It encompasses</p> <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>	Policy amended	Studies Policy available to parents on request by contacting the School and available on School Portal (Schoolbox)
<p><b>Sexual Discrimination Policy</b> Gib Gate is committed to providing all staff and students with a working environment free of sexual harassment.</p>	Reviewed	Staff Handbook Summary and explanatory notes of the Act are available from the Head.
<p><b>Policy on School Uniform</b> School uniform is worn for all daily lessons/activities and at most school functions.</p>	Reviewed in accordance with COVID-19 Policy and Protocols regarding Online Learning	Parent Information Book available on School Portal (Schoolbox)
<p><b>Dealing with critical incidents</b> This policy outlines a procedure to list responses in order of priority and develop an effective management plan to address the immediate, short term and long term needs of those affected by a 'traumatic Incident' involving school staff and students.</p>	Reviewed in accordance with COVID-19 Policy and Protocols	Parent Information Book available on School Portal (Schoolbox)
<p><b>Accident Management Procedures</b> This policy grades injuries into categories and outlines the steps to be taken at each level. It is based on the principle that the safety and welfare of students is paramount.</p>	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p><b>Fire Regulations Policy</b> Information and instruction sessions are held once per semester.</p>	Reviewed	Staff Handbook Fire Log available on School Portal (Schoolbox)
<p><b>Lockdown Policy</b> Information and instruction sessions are held once per year.</p>	Reviewed	Staff Handbook available on School Portal (Schoolbox)
<p><b>Communications Policy</b> Communication with parents is achieved through:</p> <ul style="list-style-type: none"> <li>• Yearly Calendar</li> <li>• Newsletters</li> <li>• Variation to routine forms</li> <li>• Parent Weekends</li> <li>• Reports</li> <li>• Schoolbox</li> <li>• Year group emails</li> <li>• Online parent surveys</li> </ul> <p>Protocol for communications is outlined in the Parent Information Book.</p>	Reviewed in accordance with COVID-19 Policy and Protocols re Online Learning, Communication with Parents and Critical Incident Communication Policy.	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 in accordance with COVID-19 Policy and Protocols regarding the delivery of Online Learning from the workplace and home workplace.	Staff Handbook
<b>Security Policy</b> Outlines the security arrangements for the campus.	Reviewed and amended	Staff Handbook
<b>Policy on the use of ICTs</b> This document outlines the schools position regarding appropriate use of ICT technology by students K-6. Parents and students are required to sign an agreement to adhere to the School's guidelines.	Reviewed and amended in accordance with COVID-19 Policy and Protocols regarding Online Learning	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 and amended in accordance with with COVID-19 Policy and Protocols regarding Online Learning	Parent Information Book and Staff Handbook available on School Portal (Schoolbox)

## Student Discipline

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

Corporal punishment is not permitted under any circumstances.

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

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

Policy	Changes in 2020	Access to full text
<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	Staff Handbook Overview included in Parent Information Book

Policy	Changes 2020	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	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 2020	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)
<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 Areas for Improvement

### Achievement of priorities for 2020

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 Well-being programme implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Student and Family information and staff training</li> <li>• Student and Family information and staff training</li> <li>• One to one online well-being checks between student/teacher/parent</li> <li>• Introduction of student Well-being Wednesdays</li> <li>• Family Friday Zoom into Rooms Sharing</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Focus: Making Thinking Visible Continuation of implementation</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: *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 2020 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 2020 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.

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

### Students:

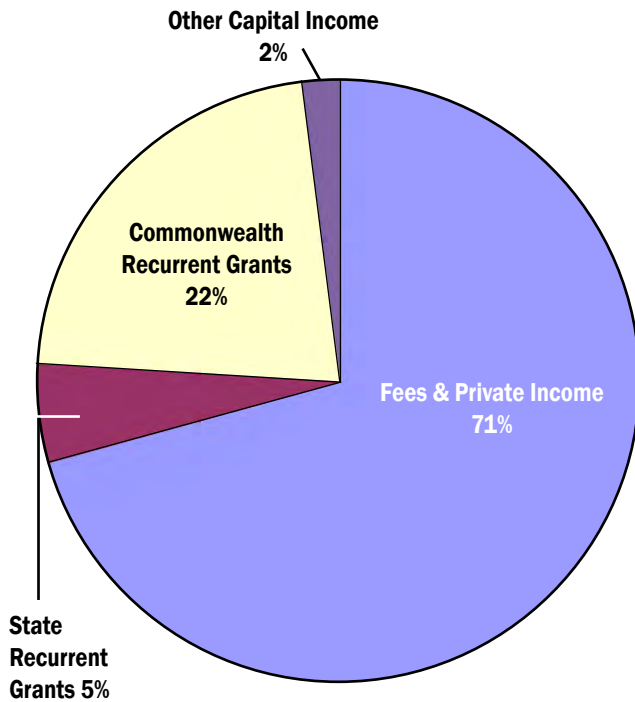
Student retention rates and overall involvement in School activities and events, in addition to formal and informal feedback from parents and teachers reflect general satisfaction with the School by students.

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.

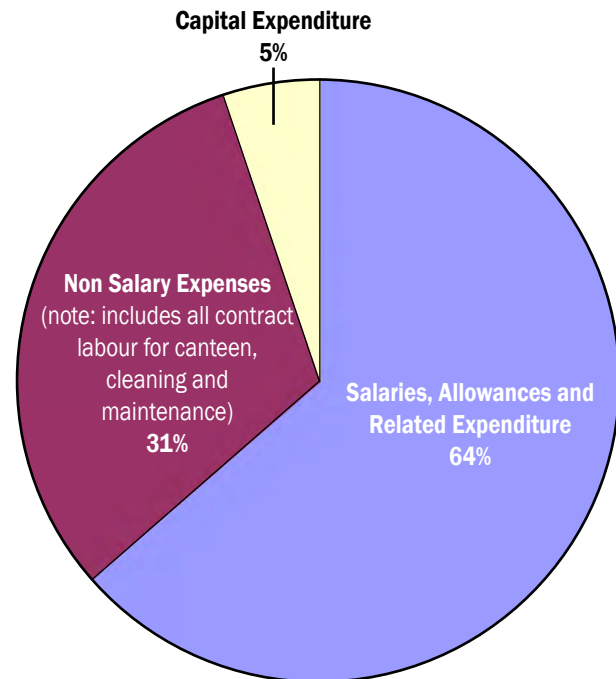
Student Focus Groups Year 1 – Year 6 provided positive feedback with regard to appropriate level of academic challenge, range of co-curricular offering and student welfare.

### Theme 13: Summary Financial Information

#### Gib Gate – 2020 Summary Financial Information



(a) Recurrent/Capital Income



(b) Recurrent/Capital Expenditure



FRENSHAM SCHOOLS

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GIB GATE · FRENSHAM · STURT

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