



**Westbourne  
Grammar  
School**

# **Westbourne Grammar School**

## 2016 Annual Community Report





## Principal's Report



Welcome to the 2016 Westbourne Grammar School Annual Report.

In seeking to prepare our students for a world in which the knowledge economy is already wielding great influence, where people are constantly connected and where the ability to think critically and globally will be fundamental to achievement, Westbourne Grammar aims to equip its students with the skills that will underpin their progression to an innovative, globally connected and migratory workforce.

The Junior School offers a broad, balanced and innovative curriculum which is academically challenging. During these critical foundation years, learning focuses on the development of fundamental skills, understanding and knowledge, and throughout there is a strong emphasis on achieving proficiency in the essential disciplines of literacy and numeracy. In the early years from Prep through to Year 2 our practise is inspired by the Reggio Emilia philosophy, which centres on an investigative, inquiry-based learning style.

Years 3 - 6 are characterised by a program which builds sequentially through the development of science, technology, mathematics and creative arts-based inquiry. At the same time, an interdisciplinary approach further enables students to extend their learning through

making connections and developing deeper understandings.

All Junior School students have specialist teaching in Japanese, Music, Visual Arts, Library and Physical Education.

To ensure we are providing students with contemporary, challenging and enriching learning experiences, elective modules are offered at Years 5 and 6. These modules enable us to cover many of the outcomes stipulated by the Victorian curriculum for these levels, while actively supporting our learners in building the skills vital for the twenty-first century. Such offerings are very much part of our STEAM (Science, Technology, Engineering, Arts and Mathematics) focus.

The Senior School is characterised by three distinctive age-appropriate learning clusters: The Horsburgh Centre (Years 7 - 8), the Geoffrey Ryan Centre (Year 9 Program) and a Senior College for Years 10 - 12. In aiming to inspire an enthusiasm for lifelong learning, the common theme across all year levels is a strong focus on achieving proficiency in the core curriculum subjects, the development of academic skills and a positive approach to learning – coupled with active participation in the very wide range of curricular and co-curricular opportunities. Students from Years 7 – 9 may choose from a variety of innovative electives and this enables them to experience different areas of the curriculum while discovering their learning strengths and passions. Consolidation of academic strengths occurs in Year 10, with appropriate subject choices establishing a solid base for the VCE years. At VCE, Westbourne offers a very comprehensive twenty-eight subjects supported by two university extension programs.

In addition to the academic curriculum, the School provides numerous opportunities for students to participate in a wide range of challenges that include, for example: Tournament of the Minds (Years 4-6), Future Problem Solving (Years 4-6), the DaVinci Decathlon (Year 7), debating and public speaking competitions, chess tournaments, the Victorian Youth Parliament (Year 11), the Australian Mathematics Olympiad, the ABW Business Simulation Competition, the I Plan a Business Competition, the Big Science Competition, and the Science and Engineering Challenge.

Westbourne students are busy and engaged in what they do. The School has a one-to-one device program from P - 12 and technology is integral to learning in all subject areas. The School's information technology system houses the Virtual Learning Environment (VLE) where teachers upload content, assessment, homework assignments and other learning resources for students to access. Academic reporting for all students is online, ensuring information for parents about their child's progress is available on a continuous basis.

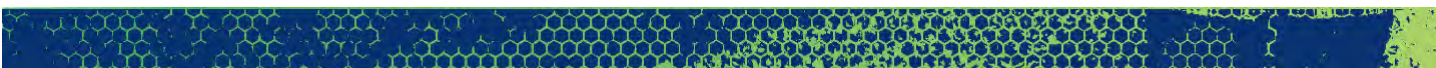
In 2016 students once again excelled as representatives of the School in the Association of Co-educational Schools competitions, as well as in House sport and through participation in outdoor learning activities such as: Junior and Senior year level camps, the Duke of Edinburgh Award (bronze, silver and gold levels), the Hillary Challenge, cycling championships, ski camp and scuba diving. We encourage students to take on active roles in our outdoor education programs. These range from leading the group and assisting with tasks to being part of the decision-making process. Importantly, from an educational viewpoint, the outdoor programs provide students with opportunities to improve their resilience and confidence through participation in challenging, yet achievable activities, where outcomes are positive ones.

Amongst the many highlights of the 2016 performing arts program were our Senior School musical production of Sondheim's *Merrily We Roll Along* at the Wyndham Community Theatre, the Junior School's *Lion King Kids*, Senior School's *Educating Rita* and the annual music concert at the Melbourne Recital Centre. This year our Legends Big Band received first prize in their division at the annual Mount Gambier *Generations in Jazz* festival.

For almost a decade the Westbourne community has extended as far as Cambodia and the children at the Kampuchea House orphanage. Active participation in fundraising activities to support this very worthwhile enterprise contributes to developing an understanding amongst our students of their responsibilities in a broader social context.

I would like to take this opportunity to thank all those who have supported our endeavours over the past year, particularly the School Board and its Chair, Mr Ilija Grgic, our alumni, our parents and hardworking stakeholder groups and a very loyal extended community. I also acknowledge Westbourne's outstanding student body and excellent teaching, administrative and maintenance staff. Finally, I extend my sincere thanks to my colleagues on the Executive team for their vision, dedication, support and commitment to all that the School strives to achieve.

**Ms Meg Hansen**  
Principal



## Westbourne Grammar School

Established at Williamstown in 1867 and coeducational from 1885, Westbourne Grammar is an independent, select entry, Christian school for students from Early Learning to Year 12. The School's program of curricular and co-curricular activities is designed to ensure all students are encouraged to develop their skills and attributes in a safe, supportive and challenging environment.

With its main campus located on an extensive site in Sayers Road, Truganina, the School is very well resourced in terms of educational facilities. In addition to a purpose-built Centre for Prep-Year 2, there is a Junior School (Years 3-6), Senior School (Years 7-8 and 10-12), a dedicated facility, the Geoffrey Ryan Centre, which houses the Year 9 program and an International Centre. A smaller campus at Williamstown (Prep-Year 3) represents the continuation of the School's long relationship with this community.

Our focus for each student is on academic excellence and personal development and the School strives to assist each individual to reach their full potential. As a Christian school, all students attend chapel on a regular basis. The majority of Westbourne's students live in the western suburbs of Melbourne and use a comprehensive network of dedicated school bus services as well as public transport (rail and bus) to access the campus in Truganina.

Westbourne's mission is to be: An economically independent and vibrant community that consistently provides the highest standards of excellence and innovation within a stimulating, nurturing environment.

**School vision**    **Shaping Learners Who Inspire the World.**  
**School values**    **Community, Creativity, Courage, Scholarship.**  
**School motto**    **Age Quod Agas – That Which You Do, Do Well.**

## Stewardship and Governance



Westbourne Grammar School is a public company limited by guarantee. Its directors form the School Board which has responsibility for the overall governance of the School, determining general policy and setting the School's strategic direction.

### 2016 Board Members

#### Office Bearers

<b>Chairperson</b>	<b>Mr Ilija Grgic</b>
<b>Deputy Chairperson</b>	<b>Dr Mark Krawczynszyn</b>
<b>Secretary</b>	<b>Mrs Rocio Vucetich Karibian</b>
<b>Treasurer</b>	<b>Mr David Stewart</b>
<b>Principal</b>	<b>Ms Meg Hansen</b>

#### Directors

<b>Ms Claire Brown</b>
<b>Mr Ian Fox</b>
<b>Mr David Horvath</b>
<b>Mrs Diane John</b>
<b>Mr John McElvaney</b>
<b>Mrs Shona Taylor</b>

The Associate Principal, Head of Senior School, Head of Junior School and the Business Manager all attend Board meetings as observers.

→ The Board meets seven times a year.

The Board Executive consists of the

→ Chair, Vice-Chair, Secretary, Treasurer and the Principal.

The Board has the following sub-committees:

→ Executive; Governance and Audit; Finance; Maintenance and Grounds.

→ As an independent school, Westbourne Grammar is registered with the Victorian Registration and Qualifications Authority (VRQA).

## School Executive

The operation of the School on a day-to-day basis is the responsibility of the Principal and the Executive, the members of which are:

<b>Ms Meg Hansen</b> Principal	<b>Mr Grant Finlay</b> Director of Learning Senior School
<b>Mr Andrew McGregor</b> Associate Principal	<b>Mr Geoff Hayhow</b> Director of People and Culture
<b>Ms Louise Mahony</b> Head of Senior School	<b>Ms Rosemary Elsom</b> ICT Manager (to October 2016)
<b>Mr Paul Barklamb</b> Head of Junior School	<b>Mr Nicholas Charlton</b> Director of Strategic Technologies (from October 2016)
<b>Ms Louisa Scerri</b> Deputy Head of Senior School	<b>Mrs Anne Bright</b> Director of Development
<b>Ms Kylie Baxter</b> Deputy Head of Junior School	<b>Mr Errol Tongs</b> Business Manager

## Staff

Teaching staff at Westbourne Grammar are highly qualified, motivated professionals with a strong commitment to their task of implementing the School's comprehensive learning program.

All members of the teaching staff are registered with the Victorian Institute of Teaching (VIT) and participate on a regular basis in a wide range of professional development activities and programs conducted both at the School and at various off-site venues. All staff are also involved in the School's sporting, cultural and pastoral care programs. The 2016 average attendance rate for staff at Westbourne Grammar was 96.2%. There were no indigenous staff.

### Westbourne Grammar School staff as at December 2016

<b>Full-time teachers (female)</b>	<b>90</b>	<b>Secondary teachers (Female)</b>	<b>64</b>
<b>Full-time teachers (male)</b>	<b>50</b>	<b>Secondary teachers (Male)</b>	<b>40</b>
<b>Part-time teachers (female)</b>	<b>18</b>		
<b>Part-time teachers (male)</b>	<b>03</b>	<b>Administration</b>	<b>41</b>
		<b>Grounds &amp; Maintenance</b>	<b>13</b>
<b>Primary teachers (female)</b>	<b>44</b>	<b>Ancillary staff</b>	<b>15</b>
<b>Primary teachers (male)</b>	<b>13</b>		



## Teacher Involvement and Professional Learning

Throughout 2016, the Principal, Board, Executive and staff continued to actively support professional learning in accordance with Victorian Institute of Teaching requirements and the overall educational objectives of the School.

To achieve these goals, the School provides opportunities for all staff to update and improve their knowledge and qualifications and to develop deeper understandings of their subject areas and teaching practice. Regular on-campus learning forums include Wednesday morning faculty meetings led by the Directors of Learning, staff meetings that focus on developing and implementing strategies to enhance learning outcomes, staff development days (usually the first day of each term) and specific professional learning programs. In addition, teaching staff are also active participants in many off-site professional learning events.

As a Prep - Year 12 school, Westbourne has developed a common language of learning, from which a learning toolkit and teaching model have evolved. Teachers are encouraged to reflect on their practice and to work collaboratively, sharing resources and knowledge.

It is in this context that the School continues to publish its biannual professional learning journal, *#Hashtag*. All contributions are written by staff (both academic and administrative) and reflect educational thinking and experiences from across the School. With around twenty articles in each edition, in 2016, these included: discussions of contemporary issues in education included articles entitled: One Year's Teaching – One Year's Growth; What Great Teachers Do Differently; Making a Splash: Westbourne's Swimming Program; Mathematical Mindsets; Sick Bay to Health Centre: A Professional Learning Journey; STEAM and Inquiry at the Years 3-6 Campus; Students and Teachers as Co-Researchers; The National Curriculum: Tackling the Differences in Student Learning and Attainment; Sharing Ideas and Strategies to Achieve Best Practice in Teaching; International Students in Our Classrooms – A New Perspective. At the same time, a wide range of teaching staff from across the School also contribute regularly to *Monomeith*, the School's biannual community magazine. In 2016, published articles included: Robots, Teachers and the Future of Technology; STEAM and STEM Education at the Year 3-6 campus; Making Sport a Priority: Active participation Brings Huge Benefits; The Third Teacher: Learning Adventures in Outdoor Environments; Music Education and Brain Development and English: A Journey of Discovery.

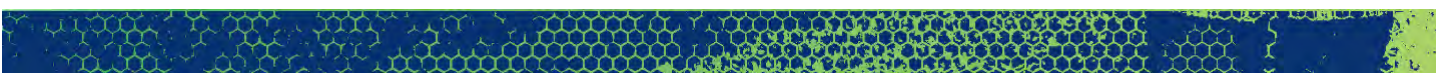
## Characteristics of the Student Body

Westbourne Grammar provides educational opportunities for students from Early Learning through to Year 12. In addition to eighty-five international students, the student population is made up of a diverse thirty-five different nationalities.

Gender mix in 2016 was 47% female and 53% male.

### Number of students enrolled in Westbourne's Junior and Senior Schools

Junior School	Prep-Year 6	688
Senior School	Years 7-12	887





## Student Attendance at School

Student attendance is recorded daily and parents are contacted when no prior advice of absence has been received. Where students in the Junior School have unexplained absences, parents are contacted by the class teacher in the first instance and followed up by the Deputy Head and/or Head of Junior School. For Senior School students, the Head of House will contact parents to discuss reasons for unexplained absences and the Head of Senior School will follow up with parents if an absence becomes excessive.

The total average attendance rates for all students in 2016 were:

Truganina campus: 92.41%

Williamstown campus 93.47%

Average attendance rates for each year level as follows

### Truganina Campus

Year 0	94.25%	Year 7	94.03%
Year 1	93.58%	Year 8	92.86%
Year 2	94.30%	Year 9	90.34%
Year 3	95.21%	Year 10	92.05%
Year 4	92.52%	Year 11	92.08%
Year 5	94.46%	Year 12	90.75%
Year 6	93.46%		

### Williamstown Campus

Year 0	94.63%
Year 1	91.87%
Year 2	94.66%
Year 3	92.72%



## Student Outcomes

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment of student achievement at Years 3, 5, 7 and 9. Students are assessed across six learning areas: reading, writing, spelling, grammar and punctuation and numeracy. These tests are designed to measure National Performance in Literacy and Numeracy.

The 2016 national testing results show that Westbourne students are performing well above state and national benchmarks.

	Westbourne Students' Median Score	State Median	% at or Above the National Minimum Standard
<b>Year 3 (Williamstown)</b>			
Reading	509	442	100
Writing	478	445	100
Spelling	464	428	100
Grammar/Punctuation	503	437	100
Numeracy	473	406	100
<b>Year 3 (Truganina)</b>			
Reading	488	442	100
Writing	458	445	100
Spelling	477	428	100
Grammar/Punctuation	503	437	100
Numeracy	454	406	100
<b>Year 5</b>			
Reading	535	509	99
Writing	523	485	100
Spelling	529	501	100
Grammar/Punctuation	535	501	97
Numeracy	547	501	100
<b>Year 7</b>			
Reading	591	545	99
Writing	560	535	97
Spelling	589	542	99
Grammar/Punctuation	590	546	98
Numeracy	621	551	100
<b>Year 9</b>			
Reading	620	584	99
Writing	603	573	98
Spelling	620	584	98
Grammar/Punctuation	619	576	98
Numeracy	629	587	100



## Student Outcomes

	2011 % at or above the National minimum standard	2012 % at or above the National minimum standard	2013 % at or above the National minimum standard	2014 % at or above the National minimum standard	2015 % at or above the National minimum standard	2016 % at or above the National minimum standard	% Change 2015-2016
<b>Year 3 (Williamstown)</b>							
Reading	100	100	100	100	100	100	0
Writing	100	100	100	100	100	100	0
Spelling	100	100	100	100	97	100	+3
Grammar/Punctuation	100	100	100	100	100	100	0
Numeracy	100	100	100	100	100	100	0
<b>Year 3 (Truganina)</b>							
Reading	100	100	100	97	100	100	0
Writing	100	100	100	96	100	100	0
Spelling	100	100	100	100	100	100	0
Grammar/Punctuation	100	100	100	100	100	100	0
Numeracy	97	100	100	100	100	100	0
<b>Year 5</b>							
Reading	99	97	99	100	100	99	-1
Writing	98	100	99	99	100	100	0
Spelling	100	100	99	98	100	100	0
Grammar/Punctuation	98	98	100	98	100	97	-3
Numeracy	97	99	97	99	100	100	0
<b>Year 7</b>							
Reading	100	99	100	100	100	99	-1
Writing	99	100	99	99	99	97	-2
Spelling	99	99	100	99	99	99	0
Grammar/Punctuation	99	100	99	99	99	98	-1
Numeracy	100	100	100	100	99	100	+1
<b>Year 9</b>							
Reading	100	99	99	99	99	99	0
Writing	99	99	99	97	98	98	0
Spelling	100	99	99	98	100	98	-2
Grammar/Punctuation	100	99	98	100	98	98	0
Numeracy	97	100	99	99	100	100	0



## Senior Secondary Outcomes

In 2016 there were 124 students enrolled in the VCE. Of these:

- ➔ 124 were awarded their VCE certificate
- ➔ 123 applied for tertiary courses
- ➔ 122 received at least one offer
- ➔ 55.3% received their first preference

### Congratulations to the Class of 2016

Described as enthusiastic, creative and engaged in their learning, the Class of 2016 has continued the School's fine record of academic success in VCE with some very impressive individual performances across a wide range of subjects.

These excellent results are a reflection of the hard work and commitment of our students and the professionalism of their teachers. The School is extremely proud of what each member of the Class of 2016 has accomplished throughout the year, not only academically but also in numerous sporting, cultural, leadership and service activities.

### Overall:

- ➔ 2.4% of students achieved an ATAR of 99.00 or above, ranking them the top 1% in the country
- ➔ 11% of students achieved an ATAR of 95.00 or above, ranking them in the top 5% of the country
- ➔ 27% of students achieved an ATAR of 90.00 or above, ranking them in the top 10% in the country.
- ➔ This result is nearly three times the national average.
- ➔ 52% of students achieved an ATAR of 80.00 or above and are ranked in the top 20% of the country
- ➔ The median ATAR for the Class of 2016 was 81.
- ➔ Two perfect study scores of 50 – in English and Media
- ➔ Overall, there were 98 subject scores over 40

### Class of 2016 Tertiary Destinations

University of Melbourne	25 (19%)
Deakin University	24 (18%)
RMIT University	22 (17%)
Monash University	17 (13%)
Swinburne University of Technology	17 (13%)
LaTrobe University	11 (8%)
Victoria University	05 (4%)
Australian Catholic University	05 (4%)
Independent Tertiary Colleges	05 (4%)

### Number of tertiary offers by field of study:

Commerce	31
Health	27
Society & Culture	24
Natural & Physical Sciences	23
Health	27
Creative Arts	17
Engineering	07
Agriculture & Environment	09
Information Technology	06
Architecture & Building	05
Education	02



## Parent, Student and Teacher Satisfaction

The School has a wide range of forums for parents, students and staff to provide feedback, offer suggestions and participate in the overall process of continuous improvement.

### Junior School

Parents and staff at all levels in the Junior School participate in mutual dialogue throughout the year via email, telephone, face-to-face conversations at parent-teacher days, the student record book, morning teas and whole school special events. There is a peer support program, and many opportunities for students to actively engage with their teachers with respect to all facets of their learning.

The 6.5 transition program focuses on enabling junior students to achieve a smooth transition to Senior School by providing opportunities for Year 6 students to experience time in Year 7 classes and the main library as well as other orientation activities. In addition, the School holds an evening for parents where they can meet key people (Principal, Associate Principal, Head and Deputy Head of Senior School and the Head of Year 7), hear a formal presentation and then move to tutor rooms to interact with tutors and other year level parents. Prior to this event, the deputy contacts each family to welcome them into the School.

The Head and Deputy Head of Junior School are always available to speak with parents and teaching staff regarding any concerns or needs.

### Senior School

Senior School staff engage in regular conversations with parents and families at occasions such as open days, parent information nights, parent teacher interviews and functions such as the annual music concert and other performing arts and sporting events.

The student leadership team is made up of twenty prefects and includes the School Captains and House Captains. This group meets regularly with the Principal, Associate Principal and Head of Senior School to discuss school issues and to plan for events and activities.

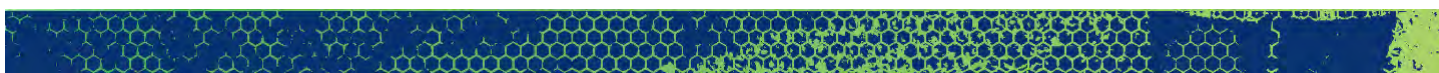
Initially, new students and their families are welcomed into the Senior School at a special orientation night. Then, in the early weeks of Term 1 the Deputy Head of Senior School contacts new families to ensure students are settling in and to discuss any issues that may have arisen. The School also holds a special 'Sundowner' evening for all new parents. Following a welcome address from the Principal, there is an information session for Year 7 parents which is also attended by all key members of staff. For other year levels the Heads of House and the Director of Year 9 manage appropriate induction and welcome programs.

New staff to the School are inducted through a comprehensive program managed by the Director of People and Culture.

### Stakeholder Surveys

The School is committed to listening to the views and expectations from key stakeholders and regularly commissions independent surveys to provide performance feedback on a wide range of related education topics. The feedback from these surveys assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to students.

In 2016, 672 parents, 837 students and 188 staff, participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular activities, communications, reputation and facilities.





### Parents

- 89% of parents' expectations were met or exceeded in relation to the quality of teaching
- 91% of parents' expectations were met or exceeded in relation to well qualified, impressive staff
- 92% of parents' expectations were met or exceeded in relation to the focus on student wellbeing
- 92% of parents' expectations were met or exceeded in relation to the academic standards
- 96% of parents' expectations were met or exceeded in relation to a balanced education

### Students

- 84% of students' expectations were met or exceeded in relation to the quality of teaching
- 86% of students' expectations were met or exceeded in relation to well qualified, impressive staff
- 81% of students' expectations were met or exceeded in relation to the focus on student wellbeing
- 92% of students' expectations were met or exceeded in relation to the academic standards
- 82% of students' expectations were met or exceeded in relation to a balanced education

### Staff

- 96% of staff expectations were met or exceeded in relation to the focus on student wellbeing
- 90% of staff expectations were met or exceeded in relation to the academic standards
- 87% of staff expectations were met or exceeded in relation to a balanced education
- 92% of staff expectations were met or exceeded in relation to the School's reputation
- 86% of staff expectations were met or exceeded in relation to the School's culture and values

### What parents say they value at Westbourne

- It seems to be a place where there is acceptance (and physical space, curricular and co-curricular offerings) for everyone to be who they want to be, to follow their own interests and to give new interests a go in a safe and encouraging environment. I value the social and cultural diversity and the level-headed, grounded, school culture that puts the students and their personal outcomes first.
- The School creates an environment where achieving in any area is the goal and students consider it to be cool.
- I value that my son has improved in his confidence and leadership skills and that he is accepted and feels a large amount of connection with the school. He is given so many opportunities and he makes the most of them. This is why we chose a private school as we know that there are definitely more opportunities and that students are clearly identified to participate in them. My husband and I went to our local high schools and had no experience with private schools. We feel that Westbourne has so far given him great opportunities to grow in confidence, make friendships for life and improve in his academic abilities.
- There are many great things about this school. For the most part I have found the teachers very supportive and generous and my children are very happy here. I've been particularly impressed and grateful for the focus on student wellbeing.
- Westbourne is a thriving environment with high quality teachers and minimal bullying.
- The quality of the students is exceptional and the biggest selling point of the school. My son is surrounded with thoughtful intelligent friends.

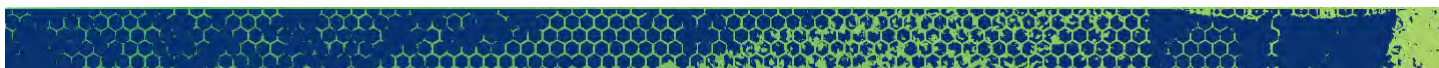


### What students say they value at Westbourne

- The thing I value the most from coming to this school is the education and relationships I have made from being here. I have had so many opportunities at this school; they have given me a chance to do something at every moment. I value all those things because I have grown so much as a person, I am better for these chances and because of this school. I have also made friends for life.
- Everyone is friendly and communicates well with each other.
- I really value the standard of teaching and student pride. Also the morals and values which are taught.
- That I have the opportunity to become a leader.
- What I value most about my association towards this school would be my experiences with different and various activities, and the education system, as it teaches you the basics of life and what you need to know to succeed in the future.

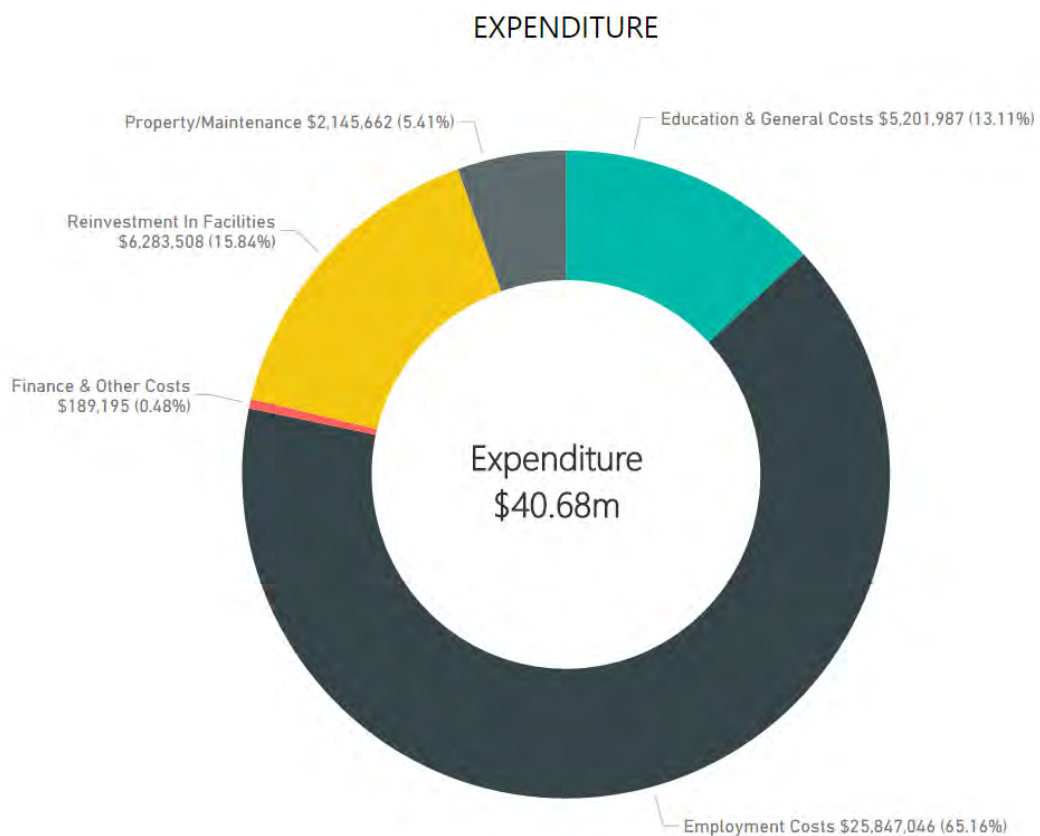
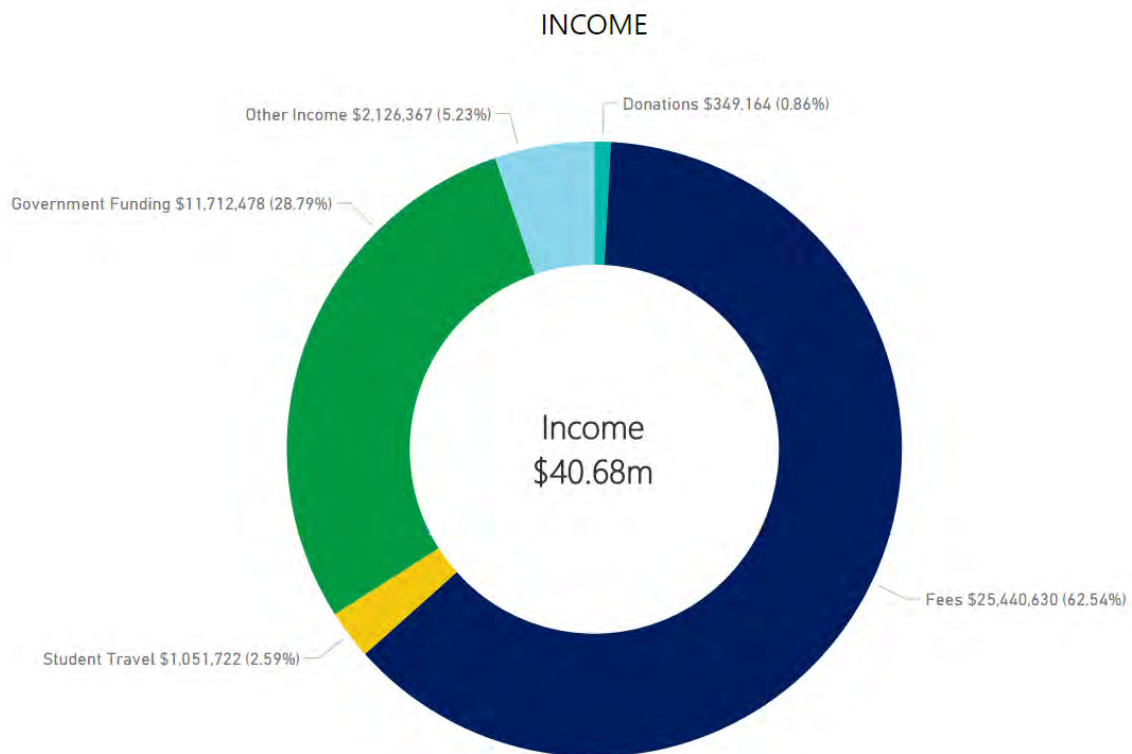
### Community Involvement with the School

The Westbourne parent community has numerous opportunities to be involved with the School and to feel welcome, engaged and supported. The main stakeholder group, The Friends of Westbourne Association (FOWA) aims to 'foster and promote the interests of the School and students and to support the School to achieve its aims, objectives and interests.' Incorporating three sub-committees – the Parent Auxiliary, the Friends of Music and Performing Arts and the Friends of Sport – FOWA works proactively to provide services and raise funds for the whole School Prep-Year 12.



## Finances

As a not-for-profit incorporated body Westbourne Grammar School's annual accounts are published each year and are on the public record. A summary of income and expenditure for 2015 appears below.





# Staff List 2016

## SCHOOL EXECUTIVE

**Meg Hansen**

**Principal**

**BA, DipTeach, MA (Hons), PGradDipArts,  
SecTeachDip, FACE, FACEL, AICD**

**Andrew McGregor**

**Associate Principal**

**BSc, DipEd, MEd**

**Louise Mahony**

**Head of Senior School**

**BSc, GradDipEd, GradCertRE, GradDipDiet**

**Paul Barklamb**

**Head of Junior School**

**BEd, DipTeach, GradDipEdAdmin, GradCertSpEd,  
CertGiftedEd**

**Louisa Scerri**

**Deputy Head Senior School**

**BASc, GradDipEd**

**Kylie Baxter**

**Deputy Head Junior School**

**BEd, PGradDipEd**

**Grant Finlay**

**Director of Learning Senior School**

**BA, DipEd, QTS**

**Geoff Hayhow**

**Director of People and Culture**

**BEd, MEd**

**Rosemary Elsom**

**ICT Manager (to October 2016)**

**BEd, MInfoTechEd, PGradCompEd**

**Nicholas Charlton**

**Director of Strategic Technologies (from October  
2016)**

**BAComp (Hons)**

**Anne Bright**

**Director of Development**

**BA (Hons), DipEd**

**Errol Tongs**

**Business Manager**

**CA, ACIS**

## SCHOOL CHAPLAIN

**Reverend Matthew Thompson**

**BComm, LLB, DipMin**

## ACADEMIC STAFF SENIOR SCHOOL

Jarrold Adams

BA, BCom (Hons) PGradDipT

Amrita Ahja

BComm (Hons), Bed, MComM

Rachel Almond

BSc, GradDipEd, MEd (Hons)

Andrea Arnold

BA (Hons)

Melissa Avery

BCD, GradDipEd CA, ACIS

Courtney Barden

BA, Grad DipEd, MEd

Paul Basilio

BA, BEdTeach

Joseph Beckitt

BMus, MMusPerf

Alissa Beecher

BA, GradDipEd

Paige Bell

BA, GradCertComp, GradDipEd

Alan Bennetto

BSurv, DipEd

Alison Birchall

BA, BTeach, MEd

Nicola Birkett

BA, GradDipEd

Julia Blik-Rang

BA, GradDipSecEd

Robert Borg

BBMedSC, GradCertTeach,

GradDipEd

Jade Bradshaw

BEd (PhysEd), CELTA,

GradCertTeach

Sarah Busuttil

BMus

Desmond Callan

BEd, GradDipJap

Mary-Louise Callan

BEd

Catrin Charles-Edwards

BBEnv, BEd

April Cincotta

BAppSc, GradDipEd

Tonya Cook

BEd

Meg Cooper

BA, MT

Luke Creamer

BAppSc, BEdTeach

Rose Elsom

BEd, MInfoTechEd,

PGradCompEd

Brendan Evans

BAppSc, GradCertAppSc,

GradDipEd

Stephen Evans

BAppSc, MEd

Lisa Farrell

BComm, GradDipEd

Grant Finlay

BA, DipEd, QTS

Helen Fisher

BA, CertIII Info Tech, DipEd, MA

Brett Fitzsimmons

DipTeach, GradDipCS. MTech

Fiona Furphy

BA, BMus, GradDipEd

Helen Gauci

BEd, DipTeach

Jane Graham

BA, GradDipEd, GradDipLitEd

Rodney Goold

BSc, DipEd

Neil Gracey

BMusP, GradDipEd, MTeach

Deborah Greene

BSc, BSc (Hons), GradDipEd,

PhD

Damon Grieve

BA, GradDipSecEd

## Staff List 2016

Meg Hansen	BA, DipTeach, MA (Hons), PGradDipArts, SecTeachDip, FACE, FACEL	Belinda Rasen Rose Reber Angelica Ricci Jeffrey Rieniets	BMus, DipEd BA, BEd, HonsFA BDes, GradDipEd BAppSc, CertIV Tr & Assess, GradDipSecEd
Diana Hatton	AssocDipMus, BMus, DipEd, LMusAus		
Lesley Hayes	BAppSc, GradDipBusMgmt, GradDipEd	Annemarie Rothwell Catherine Ryan Louisa Scerri	BEd BEd, MBIT BAppSc, GradDipEd
Geoffrey Hayhow	BEd, MEd	Benjamim Shaffir	BBus, DipFinServ, MT
Matthew Healy	BAppSc (PhysEd), DipEd, MA	Jason Smith	BMus (Hons), GradDipEd
Rozalia Hecht	BAppSc (Hons), BA, MAPsych	Stefanie Thom	BEd, MMusPerf
Jessica Heffernan	BA, GradDipEd, MEd	Matthew Thompson	BComm, LLB
Timothy Horton	BA, DipEd	Megan Turner	BEd, PGradDipEd
Barbara Howe	BEd	Robert Utting	BA, PGradDipEd
Sandra Jenkins	BA, DipEd, GradCert TESOL	Atsuko	BA, GradDipEd, MA
Alex Johnson	BA, GradDipEd	Wakida-Henderson	
John Johnson	BAppSc, DipBusSt, DipEd	Rachelle Walsh	BSc (Hons), GradDipEd, GradDipMet
Kerstin Keller	BA, GradDipEd, LLB		
Eileen Langwell	BSc	Joshua Wang	GradDipEd
Laureen Lansdown	BA, BFA (Hons)	Beulah Watson	BMus
Andrew Leach	AssocDipMus, BMus, DipEd	Nina Wei	BArchae, MSc (Hons)
Debra Leigh	BSc (Hons), PGCE	Paul Wiggins	BSc (Hons), DipEd, MA
Sonya Lill	BEd	Tracy Williams	BA, DipEd, MA
Graham Long	BSc (Hons), GradDipEd	Kellie-Jane Winter	BEd, PGradDipEd
Bronwyn Macdonald	BA, Grad DipChildLit, GradDipEd	Donna Zaharopoulos	BEd
Donald Mackenzie	BSc (Hons), MSc, PGradDipEd		
Louise Mahony	BSc, GradDipEd, GradCertRE, GradDipDiet	<b>ACADEMIC STAFF JUNIOR SCHOOL</b>	
Kate Mansell	BA (Hons), GradCert(PubEd), GradDipEd, PhD	Nicole Armatas	BEd, DipEd
Christine McGowen	AssocDipAO, BA, CertTeach, DipEd	Courtney Barden BA, Paul Barklamb	GradDipEd, MEd BEd, DipTeach, GradDipEdAdmin, GradCertSpEd, CertGiftedEd
Andrew McGregor	BSc, DipEd, MEd		DipT (Primary), GradDipEd, ACAL
Murray McKean	BAppSc, Bed	Gary Barty	BEd, PGradDipEd
Michael McKenzie	BAppSc (Hons), BBioScience, GradDipSecEd		BA, DipEd, PGradDip, QTS
Carol Meekin	BSc, GradDipEd	Kylie Baxter	BEd, DipRec
Joanne Mullenger	BE (Hons), GradDipEd	Georgia Boam	BEd, DipTeach
Sharon Muller	BBus, GradDipEd, MEd	Joseph Borg	BEd (Prim)
Sophie Murphy	BEd, GradDipEdSupport, MACE, MACEL	Andrea Cameron	BEd
Michiyo Naito	BA, MA	Erin Carruthers	BEd (Hons), MEd
David Newlyn	MSc, PGradDipEd	Mario Chrisanthou	BEd
Dennis Nowak	BA (Hons), GradDipEd	Asher Colvin	BFineArts, BEd
Sharon O'Brien	BMusEd	Simon Corcoran	BEd (Hons)
Matthew O'Neil	BEd	Anah Creet	BEd BEd (Primary), GradDipEd
Malamati Papasimeon	BSc, GradDipEd	Melissa Davis	BA, BEd (Primary)
Michelle Pilditch	BEd	Christine Degiorgio	
Stefan Pomasan	BESS, DipEd	James Diery	
Vanessa Raimondo	BA, BA (Hons), GradDipEd, MFA		

## Staff List 2016

Andrea Elliot	BEd, DipTeach, PGradDipEd
Cameron Elston	BMusEd (Hons), CertTeach (Prim) KODCE, LMusAus
David Fawkes	BEd (PhysEd)
Lynette Franklin	BEd (Prim), DipTeach, MEdStud, PGradDipEd
Catherine	Grech BEd
Gillian Green	DipTeach
Jonathon Hannett	BEd (Prim/Secondary)
Tracy Hannett	BEd
Vera Hillas	BMus, GradCertMus
Catriona Jackson	BEd (Primary)
Diana Liston	BASc (Hons), DipEd
Lynne Mehmed	BEd
Brenton Menzies	BEd (Prim)
Kim Mitchell	BA, BA (Hons)
Michelle Monaghan	BEd (Hons)
Susan Moxey	BBus, DipEd
Gabrielle Mullins	BEd, DipTeach, GradDip, MEd
Annette Murdoch	BEd, DipTeach
Bronwyn Nisbet	BEd (Hons), MEd
Keisuke Ogawa	BBus, GradDipEd
Rebecca Ratu	BEd (Primary)
Elizabeth Reader	BEd, DipEd
Anne Richardson	BBus, GradCertMgtDev, GradDipEd, MBA
Dianne Robinson	AssocDipMus, DipTeach, GradDipEd
Shayne Robson	BA, CertIVHRH, MT
Julie Shutie	BEd, PGradDipEd
Catherine Stackhouse	BA, DipEd
Elisa Stearman	BA, MT
Nicole Sutton	BEd, DipEd
Helen Toner	BA, GradCertCI, GradDipEd
Tanya Turczyniak	BEd
Natalie Van Elst	DipTeaching (Primary), GradDipSpecEd
Emma Vasilevski	BEd
David Walker	DipTeach, GradDipEdAdmin, GradDipScEd, MEd
Emma Woodall	BEd (Primary), BEd (Teach)
Harrison Wyatt	BEd (PhysEd)

### AMICI – WESTBOURNE EARLY LEARNING CENTRE

Crystal Baldacchino	DipECEC
Debbie Ball	CertIIICC
Tina Black	
Janice Burke	DipTeach, GradDipWS
Anna-Maria Calabretta	
Stephanie Carroll	DipChildServ
Eliza Cavalida	DipECEC
Lina Chen	CertIIICC, DipChildServ
Heather Conroy	BEd, DT (EC), MEd
Andrew Curmi	DipCS
Hanna Daniel	CertIIICC
Christine Donohue	CertIIICC
Nadia Durrant	BECS
Anita English	CertIIICC
Elisha Gillespie	CertIIICC
Hamra Najwa	CertIIICC
Irene Hashmi	CertIIICS, Dip ECEC
Sandra Lenon	BECE
Leanne Lloyd	DipCS
Michele McDonald	AdDipCS
Lauren Olcorn	BA, Grad Dip EC, DipCommServ
Kristy Orange	CertIV TrAss, DipChildServ
Sharon Portelli	DipCS
Polixeni Tepelis	DipCommServ
Yuan Wany	CertIIICS

### PROFESSIONAL STAFF

Prue Baum	CertIVTrainAs, GradDipMid, RNDiv1
Meredith Beardmore	BMus (Hons), MinfSt, MMusPerf
Brenda Black	
Judy Bowyer	
Anne Bright	BA (Hons), Dip Ed
Julie Brophy	DipLibInSt
Andrea Cairns	
Juliet Cassar	
Nicholas Charlton	BAComp (Hons)
Paul Condon	
Caron Condie	
Amanda Congdon	
Timothy Cook	
Karen Cooke	BA
Ann Daillidis	
Cathy Dekievit	BA, DipLibInSt
Paula Delves	
Rachel Doody	
Judy Eads	
Beverley Eikli	BA
Jessica Eng	BBus, GradCertSC
Alberto Enriquez	BE(Elec)
Yvonne Fenton	
Lennie Fester	CertIVOHS, CertIVTAE, ImmPract, ParaSt, RNDiv1
Raelene Fisher	
Kelly Forward	



## Staff List 2016

Elke Giantsis	
Euan Gibson	BBus
Christopher Gilham	
Alejandra Godoy	BSc
Shirley Hanley	
Dhammika Herath	BBus(InfoServ), MIM
Susan Hodgson	
Jasmina Jakanovska	AdvCertTech
Susan Johnston	BA(Hons), DipEd, BEd, MEd(Admin), PhD
Divya James Koothoor	
Janet Leckie	
Nellie Marinkovic	
Pam McLure	
Linda North	BA, MA
Amanda Paisley	
Connie Parashis	BBus
David Potter	DipIT

Heather Rich	
Joanne Rudd	
Rachel Snowden	DipLibInSt
Jessica Taylor	
Errol Tongs	CA, ACIS

### MAINTENANCE STAFF

Karen Balla
Steven Biddle
Shaun Dean
Paul Donnellan
Tracy Fox
Craig McDonald
Jason Poggi
Lucy Saunders
Stuart Stanford
Nicholas Summit
Ryan Wills

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