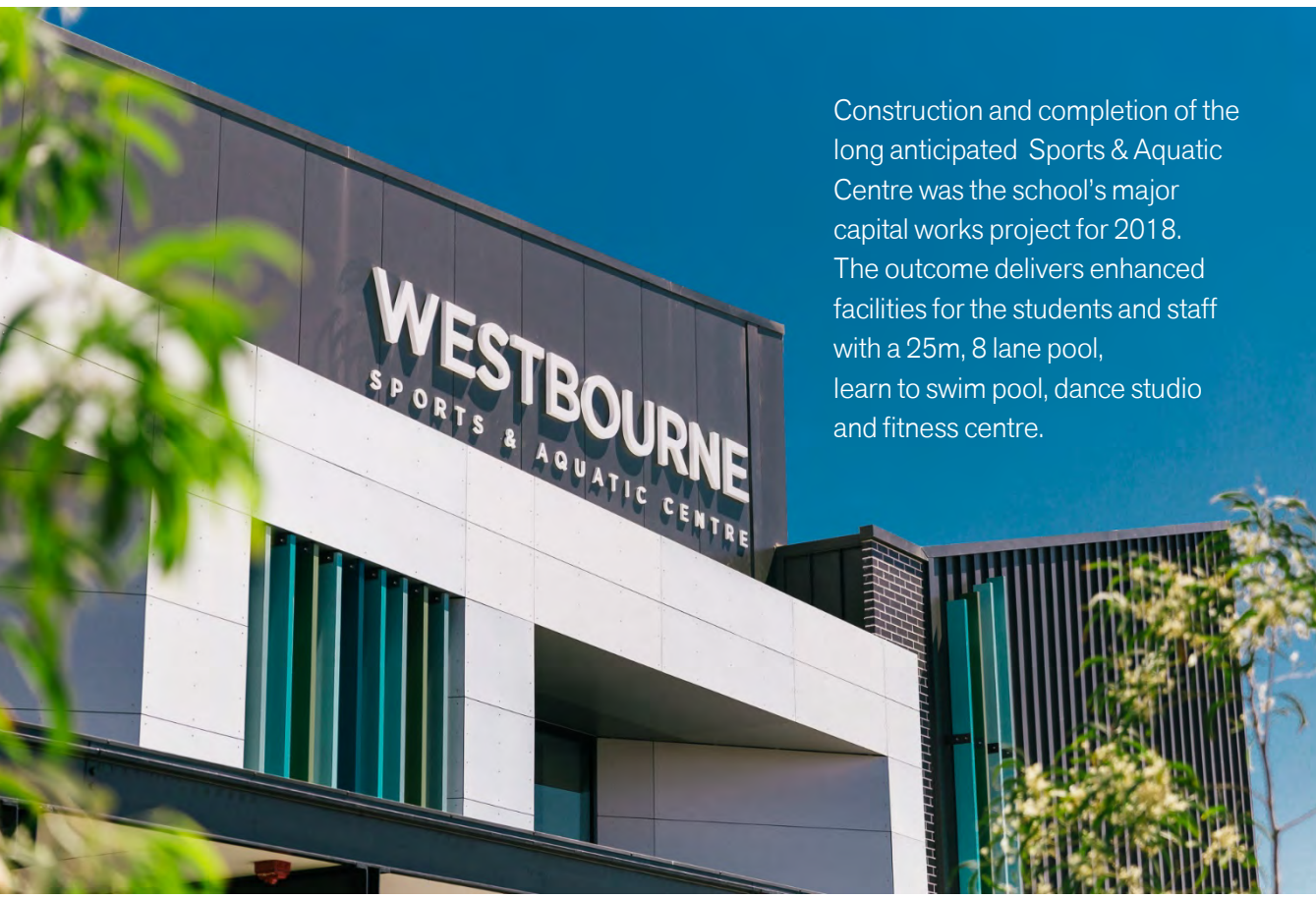




**Westbourne
Grammar
School**

Westbourne Grammar School

2018 Annual Community Report



Construction and completion of the long anticipated Sports & Aquatic Centre was the school's major capital works project for 2018. The outcome delivers enhanced facilities for the students and staff with a 25m, 8 lane pool, learn to swim pool, dance studio and fitness centre.

Principal's Report



It is with considerable pride and a sense of achievement that I welcome you to the 2018 Westbourne Grammar School Annual Community Report.

2018 has been a year of ongoing development that is directly linked to the school's overall educational program. A key highlight of the year was the completion of building works on the new Sports & Aquatic Centre. This signature project was undertaken in recognition of the school's 2017 sesquicentenary and means that with the construction of a 25 metre, eight lane pool, a learn-to-swim pool, state-of-the-art weights room and dance studio, Westbourne's sports precinct is now complete. At the same time, major milestones were also achieved with the completion of a major upgrade to learning areas, the administrative centre and grounds at the Williamstown campus, further greening and landscaping at both campuses and the Board undertaking a review of the Strategic Plan and Masterplan.

As the school continues to expand there is a strong focus on providing the best possible facilities to support a twenty-first century program of teaching and learning. Underpinned by a moral purpose that every child can succeed, the school aims to foster a lifelong commitment to learning. Moreover, the shared vision, Shaping Learners Who Inspire the World,

means that the educational program begins at the early learning stage where it is based on the child-centered philosophy of Reggio Emilia. Throughout the school, students are grouped in age appropriate clusters. At the Truganina campus these clusters are represented by Amici (early learning), Winjeel (Prep-Year 2), the Verdon Centre (Years 3-6) the Horsburgh Centre (Years 7-8); the Geoffrey Ryan Centre (Year 9) and the Senior College (Years 10-12). The smaller campus at Williamstown represents the school's historic link with the area and comprises students from Prep through to Year 3. Vertically grouped in Houses throughout, students also benefit from a pastoral care program that is provided by teachers, school counsellors, the careers advisor and school chaplain.

Recognising that twenty-first century learning must prepare our students for a rapidly evolving, globalised, world in which new technologies will continue to dominate the workplace, students are already benefiting from their exposure to coding and programming sessions. The junior school has implemented a STEAM program which highlights the importance of learning approaches that use science, technology, engineering, the arts and mathematics as access points for guiding student enquiry, dialogue and critical thinking. At the same time, a strong commitment to developing the six Cs (Character, Citizenship, Collaboration, Communication, Creativity and Critical thinking), means our students are being well-prepared for the world beyond school.

The school has built a reputation for academic success and this is underpinned and supported by a strong focus on the wellbeing of all students from the early years onwards. The curriculum is characterised by an emphasis on student mastery of the key skills of literacy and numeracy and on the development of a confident approach to learning. An elective program at Years 7-9 provides choice and the opportunity for students to find their own individual learning strengths and interests that will extend into the senior years and completion of their Victorian Certificate of Education.

I am pleased to report that 2018 was another successful one for the Year 12 group. In addition to two perfect study scores of 50 (Accounting and Physical Education) and a median ATAR of 81.55%, almost a quarter (23%) of the Class of 2018 achieved an ATAR of 90 or above ranking them in the top 10% of the country.

Beyond the classroom, a range of opportunities that challenge and extend our senior school students include the DaVinci Decathlon (Year 7), Tournament of the Minds (Years 7-8), Youth Parliament (Year 11) and inter-school public speaking and debating.

For Westbourne's junior students, a focus throughout the year has been on implementing a comprehensive digital citizenship program based on Common Sense Media and the ISTE Standards. This undertaking aims to provide ways for students to use technology wisely and respectfully, while encouraging parents to partner with the school to ensure appropriate use of modern technologies.

For our students in Years 5 and 6, there are opportunities to volunteer for the Junior Action Service Program. This initiative was established six years ago and supports community service projects including: collecting toys for St Kilda Mums group; cleaning up Altona beach; Warmies Waste Warriors rubbish collection; Peter Mac Fun Run; collecting pasta and rice for the Victorian Food Bank; swimming laps for breast cancer; Leadbeater possum awareness campaign; Dress a Girl Around the World project, blanket drive for the Lost Dogs Home and tree planting.

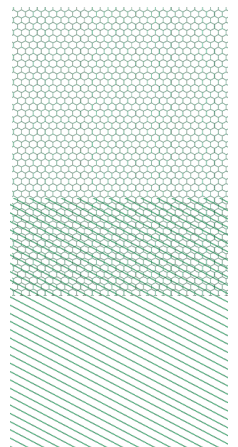
Throughout 2018 students once again excelled as representatives of Westbourne Grammar in the Association of Coeducational Schools competitions, as well as in House sport and through participation in outdoor learning activities such as: the Duke of Edinburgh Award (bronze, silver and gold levels); Youth Adventure Challenge, Victorian School Cycling Championships; Year 9 Enrichment Alpine Camp and Years 7-10 Enrichment Programs, Year 6 Canoe Day, Year 7 Snorkelling and Bushwalking, Year 8 Canoeing and Indoor Rock Climbing, and the Around the Bay Bike Ride.

Amongst the many highlights of what is now a very comprehensive performing arts program were our senior musical production of the Cole Porter classic *Anything Goes*, the junior musical, *Bugsy Malone Jr*, senior play *The Merchant of Venice* and the annual music concert held at the Melbourne Recital Centre. In 2018 the concert enabled over two hundred and fifty of our music students to showcase their talents both as solo performers and in one or more of the school's orchestras, ensembles, bands and choirs.

For the past thirteen years, Westbourne's main community service initiative continues to be directed towards supporting Kampuchea House in Cambodia. In 2018 this involved two trips to Kampuchea House in support of the program there. Attending were staff, school captains, recent alumni and students from Years 10 and 11. The assistance provided has meant young Cambodians are able to benefit from English lessons and the new buildings that have been constructed.

In conclusion, I would like to take this opportunity to thank all those who have supported our endeavours throughout the year. In particular, I am grateful to the Board for their commitment to the governance of the school. I also extend my thanks to Westbourne's exceptional student body, its dedicated staff: teachers, administrative and maintenance personnel, as well as our alumni, stakeholder groups and a very loyal and engaged school community. My most sincere gratitude also goes to my colleagues on the Executive for their vision, hard work and commitment.

Ms Meg Hansen
Principal



Westbourne Grammar School

The school that is Westbourne Grammar was first established at Williamstown in 1867, becoming coeducational from 1885. Since 1978 there have been two campuses: Williamstown (Prep-Year 3) and Truganina in Melbourne's fast-growing western corridor. With its main campus located on an extensive site in Sayers Road, Truganina, the school is very well resourced in terms of educational facilities, many of which have been constructed and/or improved in recent years. The smaller campus at Williamstown (Prep-Year 3) continues to be a feeder to the main campus and is an enduring representation of the school's long relationship with this historically significant, bayside community.

An emphasis on each student as an individual within a community means that the school strives to assist each person to flourish and to reach their full potential. As a Christian school, Westbourne has a chapel and employs a school chaplain. All students attend chapel services in the JR Pascoe Chapel on a regular basis. In addition to students from Melbourne's western suburbs, the student body is made up of an enrolment of international students, the majority of whom come largely from south-east Asia.

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.**

School Philosophy

Committed to living its vision and values Westbourne Grammar School's shared philosophy rests on the foundation of a strong moral purpose. In understanding and acknowledging that variance within a school is typically greater than variance between schools, Westbourne recognises the value of a moral purpose based on the concept that 'every child can succeed and achieve significant growth'. It is this intention therefore, that sits at the heart of all that the school strives to achieve for each individual student. It is also at the heart of our broad strategic intent and educational philosophy which is founded on a common language of learning throughout the school. Through active application of the school's vision and values through our policies, daily operations and practices, Westbourne Grammar's philosophy is focused on creating a safe and supportive environment for the whole child in which each student can reach their full potential.

Westbourne Grammar School is characterised by its diverse community, which currently comprises students representing more than forty different nationalities and multiple faiths. Our value of community encourages respect and lies at the centre of how we engage with and care for each other inside and outside the classroom and, in a broader sense, with parents and the wider community. Respect for each other, our policies, the democratic principles of our country and the rule of law both reinforce and are fundamental to the school's mission and values and apply equally to students and staff. In such a diverse community, religious freedom and tolerance are supported through open dialogue.

The school is committed to ensuring that its vision, mission and values are visible and lived through daily practices, while also used to guide our thinking and responses with respect to the ways in which we conduct teaching and learning for all students in our care.

Westbourne Grammar School supports and promotes the principles and practices of Australian democracy, including a commitment to:

- ➔ elected government;
- ➔ the rule of law;
- ➔ equal rights to all before the law;
- ➔ freedom of religion;
- ➔ freedom of speech and association
- ➔ the values of openness and tolerance

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.

2018 Board Members

Office Bearers

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

Directors

Ms Claire Brown
Mr Ian Fox
Mr David Horvath
Mrs Diane John
Mr John McElvaney
Mrs Shona Taylor

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 Leadership

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

Ms Meg Hansen
Principal

Ms Kylie Baxter
Deputy Head of Junior School

Mr Andrew McGregor
Associate Principal

Mr Grant Finlay
Director of Learning Senior School

Ms Louisa Scerri
Head of Senior School

Mr Geoff Hayhow
Director of People and Culture

Mr Paul Barklamb
Head of Junior School

Mrs Anne Bright
Director of Development

Mr Dennis Nowak
Deputy Head of Senior School

Ms Katherine Yee
Business Manager

Staff



Westbourne Grammar teaching staff are highly qualified, motivated professionals with a very 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, pastoral care and community service programs. The average attendance rate for staff at Westbourne Grammar was 93%. There were no indigenous staff.

Westbourne Grammar School staff as at December 2018

Full-time teacher (female)	97	Secondary teachers (Female)	72
Full-time teacher (male)	47	Secondary teachers (Male)	40
Part-time teacher (female)	22	Professional Staff	42
Part-time teacher (male)	05	Grounds & Maintenance	13
Primary teachers (female)	47	Ancillary staff	10
Primary teachers (male)	12		

Teacher Involvement in Professional Learning

Throughout 2018, 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 lead 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, conferences and seminars. In 2018, for example, Directors of Learning in the junior and senior schools attended James Nottingham's thought-provoking professional learning seminar focussing on establishing effective pathways for student learning and how teachers might best guide their students through 'the road less taken'.

As a Prep-Year 12 school, Westbourne has developed a common language of learning, from which a learning toolkit and a teaching model have evolved. These include use of the SOLO (Structured Observation of Learning Outcomes) Taxonomy, Visible Learning and the concept of Understanding by Design (UBD). Teachers are encouraged to reflect on their practice and to work collaboratively, sharing resources and knowledge. At the same time, a wide range of teaching staff from across the school contribute regularly to the fortnightly eHorizons newsletter and also to *Monomeith*, Westbourne's community magazine published twice a year in June and December. In 2018, published articles included: The Road Less Travelled: Reflections on Educational Research; A Vision for Learning, Citizenship and What it Means to Be Human; The Paradigm Shift in Learning; A Unique Approach to Early Learning: The Educational Vision of Reggio Emilia; Faculty Review: Humanities; Junior Action Service Program; Investing in Our Teachers; Increasing Learning Potential: Extending the Boundaries of the Classroom; Navigating an 'Online' World: The Challenges for Young People; Image of Child: Establishing Effective Learning Environments; Good Mental Health Day: Caring for Our Students and Faculty Review: Media.

Characteristics of the Student Body

Westbourne Grammar provides educational opportunities for students from Early Learning through to Year 12. Including eighty-nine international students, the student population is comprised of a diverse thirty-five different nationalities. Gender mix in 2018 was 54% male, and 46% female.

Numbers of students enrolled in Westbourne's Junior and Senior Schools:

Junior School (Prep to Year 6)	716
Senior School (Years 7-12)	942

Total enrolment in 2018: 1658

Student Attendance at School

Student attendance is recorded on a daily basis and parents are contacted when no prior advice 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 2018 were:

Truganina campus: 92.47%

Williamstown campus 93.50%

Average attendance rates for each year level are detailed below:

Truganina Campus

Year 0	91.82%	Year 7	93.78%
Year 1	93.66%	Year 8	92.59%
Year 2	92.47%	Year 9	91.65%
Year 3	94.06%	Year 10	91.59%
Year 4	93.04%	Year 11	92.59%
Year 5	93.55%	Year 12	92.05%
Year 6	92.07%		

Williamstown Campus

Year 0	94.10%
Year 1	93.78%
Year 2	93.53%
Year 3	92.02%



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 2018 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
Year 3 (Williamstown)			
Reading	489	445	100
Writing	472	428	100
Spelling	474	429	100
Grammar/Punctuation	506	446	100
Numeracy	457	418	100
Year 3 (Truganina)			
Reading	488	445	100
Writing	466	428	100
Spelling	476	429	100
Grammar/Punctuation	486	446	100
Numeracy	462	418	100
Year 5			
Reading	562	515	99
Writing	506	477	100
Spelling	551	511	100
Grammar/Punctuation	559	502	98
Numeracy	537	499	100
Year 7			
Reading	585	549	99
Writing	558	512	97
Spelling	595	548	99
Grammar/Punctuation	579	544	98
Numeracy	614	552	100
Year 9			
Reading	621	592	99
Writing	583	558	98
Spelling	618	590	98
Grammar/Punctuation	612	583	98
Numeracy	653	596	100

When reviewed over a three year period the Naplan results demonstrate consistency across almost all learning areas, however, it should be noted that Westbourne Grammar participated in NAPLAN online in 2018 which creates some difficulty in comparing 2018 with other year's results.

TRUGANINA

YEAR	READING			WRITING			SPELLING		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
3	488	502	488	458	466	466	477	491	476
5	535	554	562	523	523	506	529	539	551
7	591	580	585	560	570	558	589	585	595
9	620	624	621	603	612	583	620	606	619

YEAR	GRAMMAR			NUMERACY		
	2016	2017	2018	2016	2017	2018
3	503	531	486	454	466	462
5	535	545	559	547	551	537
7	590	580	579	621	629	614
9	619	608	612	629	639	653

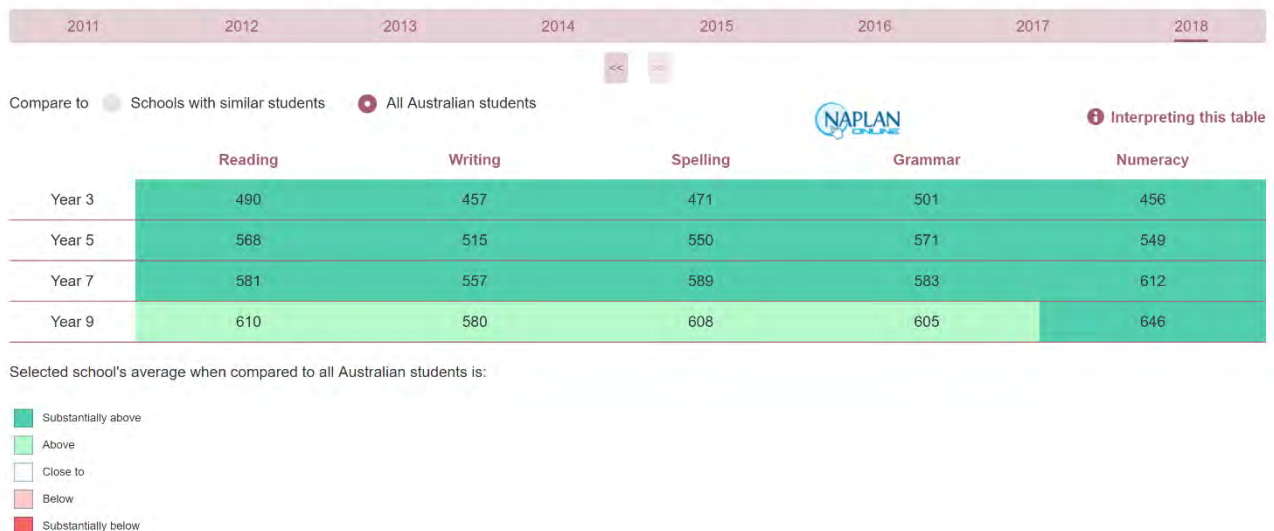
WILLIAMSTOWN

YEAR	READING			WRITING			SPELLING		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
3	509	476	489	478	483	472	464	484	474

YEAR	GRAMMAR			NUMERACY		
	2016	2017	2018	2016	2017	2018
3	503	495	506	473	466	457

A snapshot of the whole school NAPLAN performance for 2018 compared with all other Australian students demonstrates that Westbourne's performance is substantially above average.

2018 was the first year of transition to NAPLAN Online. The NAPLAN Online logo is shown for those schools that participated in NAPLAN Online in 2018.



2018 VCE RESULTS

Actively engaged in the life of the school and dedicated to promoting the concept of 'student voice', the Class of 2018 has been described by principal, Meg Hansen as 'exceptional in their leadership of the school, their commitment to their studies and their willingness to 'have a go'

and participate in the many opportunities Westbourne has offered them.'

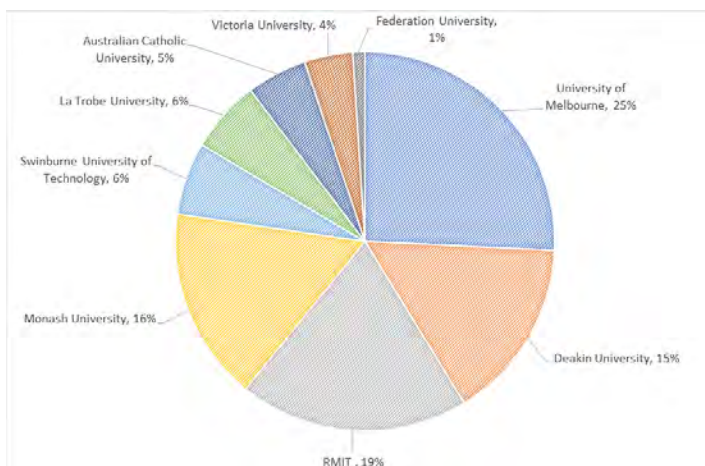
Throughout their final year at Westbourne the Year 12 group of students involved themselves in a wide range of sporting, cultural and community service pursuits. In particular, these young people demonstrated that they were prepared to be strong advocates for the student body, most notably through their commitment to promoting Westbourne's values and the principles of inclusion and community.

In 2018, of the 146 students enrolled in Year 12, all were awarded their VCE certificate and all applied for tertiary courses. More specifically:

- ➔ Dux of the school achieved an ATAR of 99.75
- ➔ Four students achieved an ATAR of 99.00 or above – ranking them in the top 1% in the country.
- ➔ 15% of students achieved an ATAR of 95.00 or above – ranking them in the top 5% of the country.
- ➔ 23% of students achieved an ATAR of 90.00 or above- ranking them in the top 10% in the country.
- ➔ 55% of students achieved an ATAR of 80.00 or - ranking them in the top 20% of the country.
- ➔ The median ATAR was 81.55.
- ➔ Two perfect study scores of 50
- ➔ There were 131 subject scores over 40

The school is extremely proud of these achievements, which are a reflection of the hard work and enthusiasm of our students as well as the professionalism and dedication of Westbourne's teachers. In congratulating everyone the school also acknowledges the seven international students who attained an ATAR over 90. All 146 students received an offer from VTAC, with 89 students (62%) being offered their first preference of tertiary course.

Class of 2018 tertiary destination



Fields of Study

➔ Science	22
➔ Commerce	30
➔ Society & Culture	30
➔ Health	18
➔ Engineering	07
➔ Creative Arts	21
➔ Architecture / Building	07
➔ Education	05
➔ Information Technology	05
➔ Agriculture / Environment	05

Other offers were also received from: University of Queensland, University of North Carolina, Louisiana State University, Bradley University, Illinois and University College, London.

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, 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 also 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, each family is contacted and welcomed into the school.

Both 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 regularly engage with parents and families at open days, parent information nights, parent teacher interviews and functions such as the annual music concert and numerous 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.

All new staff participate in a comprehensive induction program which is managed by the Director of People and Culture. In addition, ongoing support is provided on an ongoing basis as they settle into Westbourne. The school also provides an Employee Assistance Program which is available to all staff.

Stakeholder Surveys

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

What parents said about Westbourne:

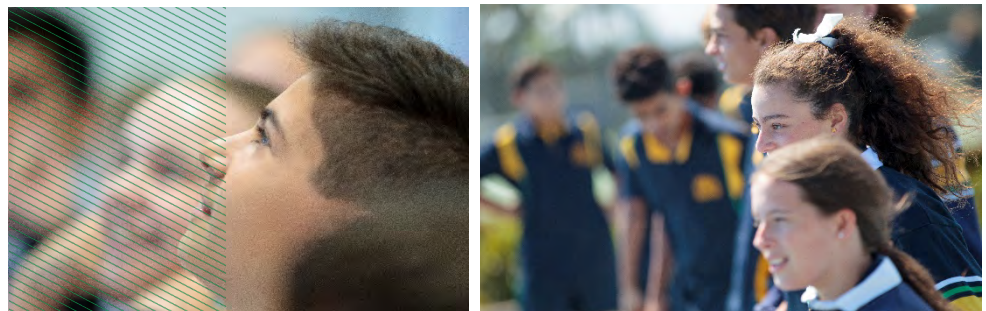
- ➔ The school is very good at communicating with parents and we really value this.
- ➔ Our family has been very impressed with the personal attention and care extended to both our children.
- ➔ There are so many opportunities for students to learn in ways that go beyond the classroom. The camps and the outdoor programs are excellent additions to the curriculum and great learning experiences.
- ➔ The Reggio Emilia program at Winjeel has been very beneficial. So much thought obviously goes into ensuring the children are fully involved in their learning.

What students said about Westbourne

- ➔ There is a real spirit of community at Westbourne which we all value. The friendships I have made and the support I get from my teachers has been really great.
- ➔ I know Westbourne is providing me with opportunities to learn and participate in so many extra-curricular activities. I've been in some plays and the musical, joined the choir and taken on some leadership roles.
- ➔ Being grouped in Houses is really good because of the opportunities we all have to be in sporting teams and music.
- ➔ The experience of going to Cambodia and being involved in the English teaching with the young students was so worthwhile and something I would not have had the opportunity to do if I was not at Westbourne.

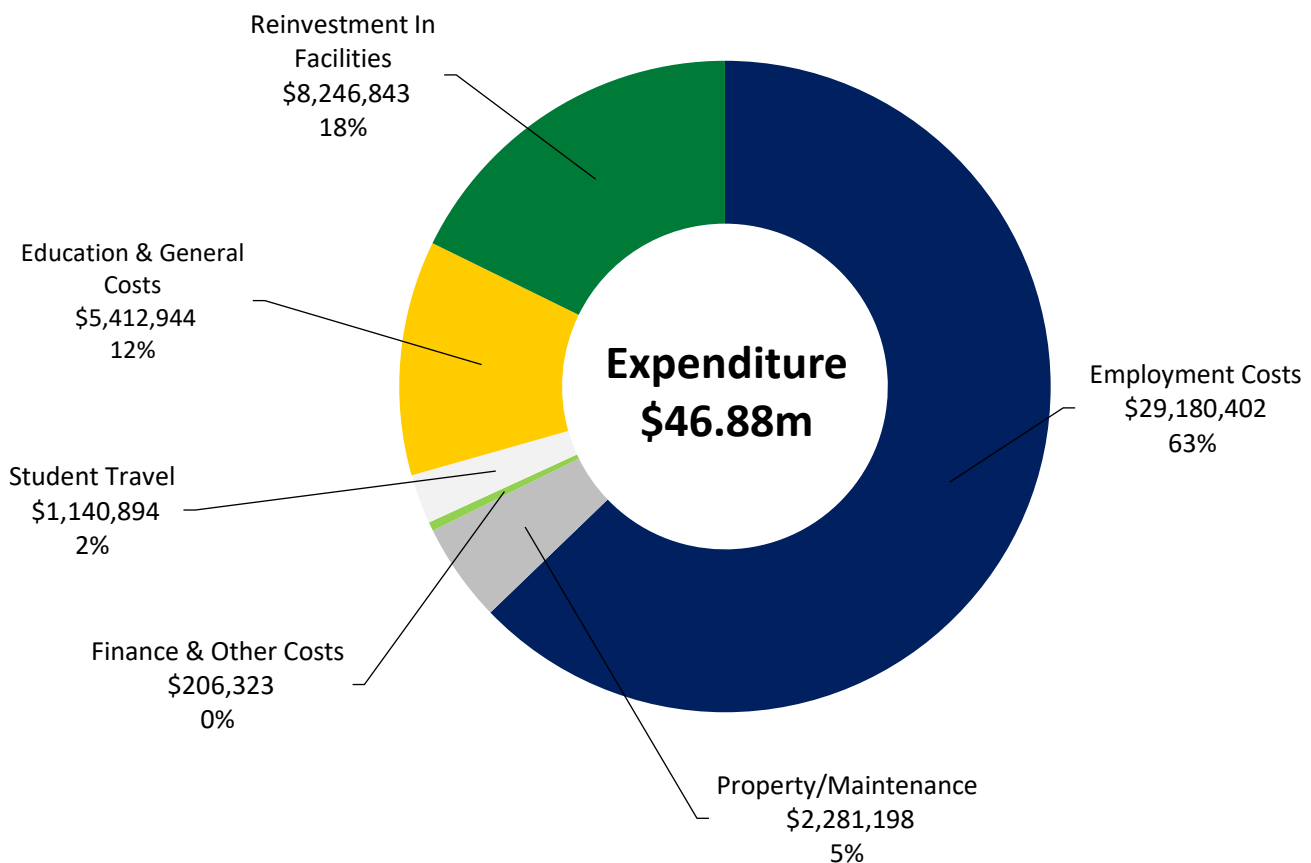
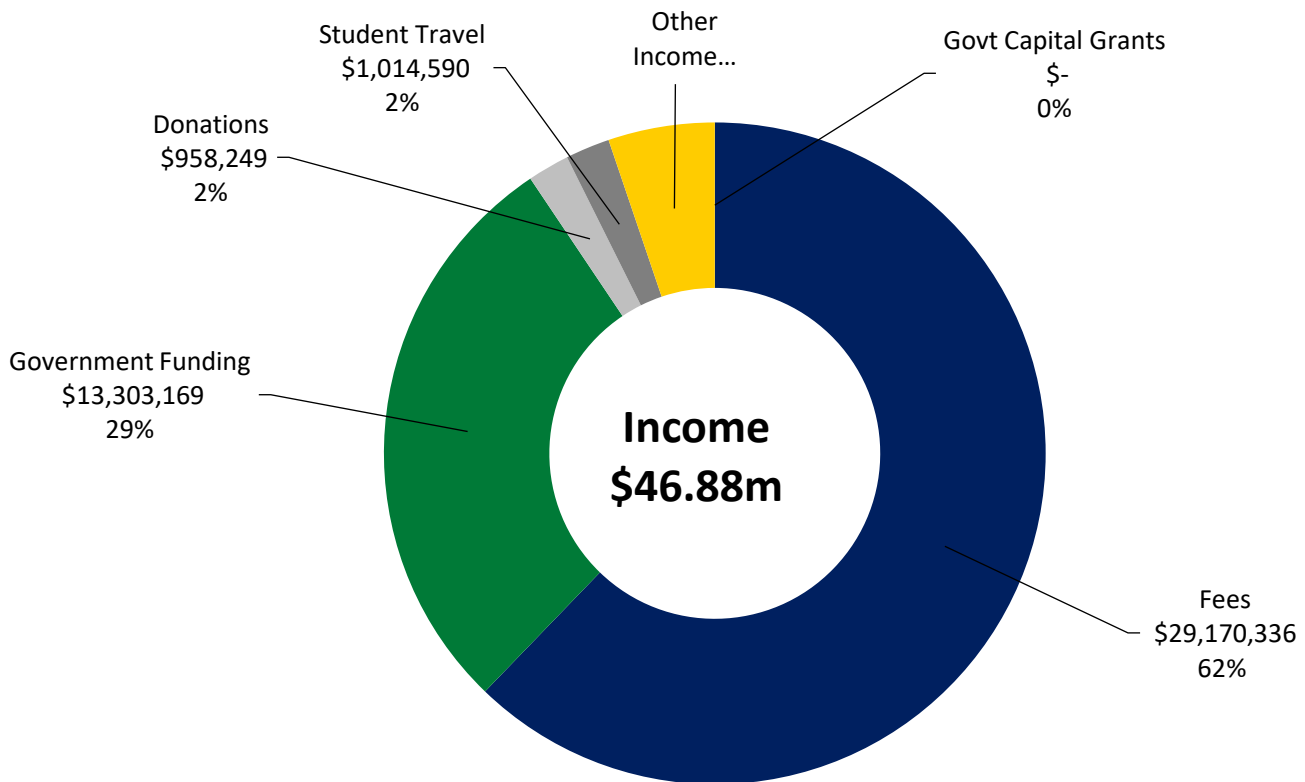
Community Involvement with the School

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 – the Friends work proactively to provide services and raise funds for the whole school Prep-Year 12. During 2018, the parent community once again enjoyed a wide range of opportunities to be involved with the school through events such as, the traditional Mother's Day lunch, food festivals, movie nights, walk-a-thons, athletics carnivals, sausage sizzles, and the Father's Day breakfast.



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 2018 appears below.



Staff List 2018

SCHOOL EXECUTIVE

Meg Hansen

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

Andrew McGregor

Associate Principal
BSc, DipEd, MEd

Louisa Scerri

Head of Senior School
BASc, GradDipEd

Paul Barklamb

Head of Junior School
BEd, DipTeach, GradDipEdAdmin, GradCertSpEd,
CertGiftedEd

Dennis Nowak

Deputy Head of Senior School
BA (Hons), GradDipEd

Kylie Baxter

Deputy Head of Junior School
BEd, PGradDipEd

Grant Finlay

Director of Learning Senior School
BA, DipEd, QTS

Geoff Hayhow

Director of People and Culture
BEd, MEd

Anne Bright

Director of Development
BA (Hons), DipEd

Katherine Yee

Business Manager
BComm, MIntBus, CPA

SCHOOL CHAPLAIN

Reverend Stephen Morrison

FT, MA, GradCertLGTC, Cert IV Ministry

ACADEMIC STAFF SENIOR SCHOOL

Adam Abrahall	BSc, GradDipEd
Jarrold Adams	BA, BCom (Hons) PGradDipT
Amrita Ahuja	BComm (Hons), BEd, MCom
Deborah Ainslie	BSc, BSc (Hons), GradDipEd, PhD
Renee Alford	BMedia, GradDipEd
Rachel Almond	BSc, GradDipEd, MEd (Hons)
Kristy Argus	BA, (Hons) GradDipEd, MEd
Alexzandra Arundale	BExScMv, BAPSc, MTeach
Melissa Avery	BCD, GradDipEd
Paul Basilio	BA, BEdTeach
Paige Bell	BA, GradCertComp, GradDipEd
Catherine Bellair	BA, BSc (Hons), GradDipEd, MEd (Student Wellbeing)
Alan Bennetto	BSurv, Dip Ed
Alison Birchall	BA, BTeach, MEd
Nicola Birkett	BA, GradDipEd
Julia Blik-Rang	BA, GradDipSecEd
Jade Bradshaw	BEd(PhysEd), CELTA, GradCertTeach
Desmond Callan	BEd, GradDipJap
Mary-Louise Callan	BEd
Lucy Cassar	BBiomedSc(Hons), GradDipEd, PhD
Catrin Charles-Edwards	BBEnv, BEd
April Cincotta	BAppSc, GradDipEd
Timothy Clemens	BSc (Hons), BEd
Adam Cook	BMus (Hons), DEM, AMusA
Tonya Cook	BEd
Meg Cooper	BA, MT
Kate Creed	BSc, GradDipEd
Brendan Evans	BAppSc, GradCertAppSc, GradDipEd
Lisa Farrell	BComm, GradDipEd
David Felvus	BEd
Grant Finlay	BA, DipEd, QTS
Brett Fitzsimmons	DipTeach, GradDipCS. MTech
Fiona Furphy	BA, BMus, GradDipEd
Jane Garnham	BA, GradDipEd, GradDipLitEd
Helen Gauci	BEd, DipTeach
Ryan Geard	BEd
Rodney Goold	BSc, DipEd
Neil Gracey	BMusP, GradDipEd, MTeach
Damon Grieve	BA, GradDipSecEd
Rachel Griffin	BA, BEd (Hons)
Kelly Harding	BA (Law), PGCE
Diana Hatton	AssocDipMus, BMus, DipEd, LMusAus
Lesley Hayes	BAppSc, GradDipBusMgmt, GradDipEd
Geoffrey Hayhow	BEd, MEd
Matthew Healy	BAppSc (PhysEd), DipEd, MA
Rachael Henry	PGradCertEd
Daniel Homburg	LLB BA GradDipEd
Timothy Horton	BA, DipEd
Barbara Howe	BEd
Heather Howlett	BEd(PhysEd)
Sandra Jenkins	BA, DipEd, GradCert TESOL
Alexander Johnson	BA, GradDipEd
John Johnson	BAppSc, DipBusSt, DipEd
Kerstin Keller	BA, GradDipEd, LLB
Megan Kildea	BA, LLB, MTeach

Melanie Koetsveld	BSci, GradDipEd	Kellie-Jane Winter	BA(Hons), BEd(Arts), GradDipPsych,
Eileen Langwell	BSc		PGradDipEd
Laureen Lansdown	BA, BFA (Hons)	Yao Yan	BA, MTeach
Andrew Leach	AssocDipMus, BMus, DipEd	Chong Zhou	BA, PhD
Debra Leigh	BSc (Hons), PGCE		
Sonya Lill	BEd	ACADEMIC STAFF JUNIOR SCHOOL	
Graham Long	BSc (Hons), GradDipEd	Nicole Armatas	BEd, DipEd
Rebekah Loring	BA (Hons), Grad Dip Ed	Paul Barklamb	BEd, DipTeach, GradDipEdAdmin,
Bronwyn Macdonald	BA, Grad DipChildLit,		GradCertSpEd, CertGiftedEd
	GradDipEd	Gary Barty	DipTeach, GradDipEd, ACAL(Jap)
Louise Mahony	BSc, GradDipEd, GradCertRE,	Kylie Baxter	BEd, PGradDipEd
	GradDipDiet	Cassandra Betadam	BAppSc (PhysEd)
Kate Mansell	BA (Hons), GradCert (Pub Ed),	Elwyn Blackley	BEd (Primary)
	GradDipEd, PhD	Georgia Boam	BA, DipEd, GradDip, QTS
Andrew Mark	BSc, GradDipEd	Joseph Borg	BEd, DipRec
Andrew McGregor	BSc, DipEd, MEd	Chantelle Brown	BEd, BA, Med
Allison McPhee	BEd, MAAppL, MBA	Audrey Buttigieg Cardona	BEd (Hons)
Lorraine Merritt	BEd	Andrea Cameron	BEd Dip Teach
Clare Meyerhoff	MA (Hons), PGradCertEd	Mario Chrisanthou	BEd
Adrian Michielin	BPsych, GradDipEd	Simone Chrisanthou	BEd (Primary)
Marcus Michielin	BE (Mech), DipEd	Rebecca Christo	BEd
Amanda Mitchell	BA, GradDipEd	Megan Collyer	BA, Bed
Kylie Mobilia	BA, DipEd, MEd	Asher Colvin	BEd (Hons), MEd
Stephen Morrison	FT, MA, GradCertLGTC, Cert IV	Heather Conroy	BEd, DT(EC), MEd
	Ministry	Simon Corcoran	BEd
Joanne Mullenger	BE (Hons), GradDipEd	Anah Creet	BFineArts, BEd
Sharon Muller	BBus, GradDipEd, MEd	Melissa Davis	BEd (Hons)
Michiyo Naito	BA, MA, MAL	Christine Degiorgio	BEd, BEd (Primary), GradDipEd
David Newlyn	MSc, PGradDipEd	James Diery	BA, BEd (Primary)
Michelle Noonan	BBSc, DPsychClinPsych, PGDP	Delray Edinberry	BEd (Primary)
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Sharon O'Brien	BMusEd	Andrea Elliot	BEd, DipTeach, PGradDipEd
Nisha Pahuja	MSc, MEd	Cameron Elston	BMusEd (Hons), CertTeach (Prim)
Malmati Papasimeon	BSc, GradDipEd		KODCE, Cert Teach, LMusAus
Michelle Pilditch	BEd	David Fawkes	BEd(PhysEd)
Stefan Pomasan	BEES, DipEd	Cassandra Forbes	BSc, GradipEd (Primary)
Sarah Quick	BA, BTeach	Lynette Franklin	BEd(Prim), DipTeach, MEdStud,
Vanessa Raimondo	BA, BA (Hons), GradDipEd, MFA		PGradDipEd
Belinda Rasen	BMus, DipEd	Catherine Grech	BEd
Rosemarie Reber	BA, BEd, HonsFA	Jillian Green	DipTeach
Angelica Ricci	BDes, GradDipEd	Kate Haigh	BEd (Primary)
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	GradDipSecEd	Tracy Hannett	BEd
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Catherine Ryan	BEd, CertIVTrainAs, MBIT	Vera Hillas	BMus Ed, GradCertOrfMusEd
Louisa Scerri	BASc, GradDipEd	Samara Hudek	BEd, B Teach
Benjamin Shafir	BBus, DipFinServ, MT	Catriona Jackson	BEd(Prim)
Jason Smith	BMus (Hons), GradDipEd	Ebony Johnson	BEd (P-10)
William Stojkovski	BA, Grad Dip Ed, M Teach (Sec)	Rebecca Kovac	BECE
Stefanie Thom	BEd, MMusPerf	Diana Liston	BASc (Hons), DipEd
Rebecca Thompson	BSc, PGradEd	Lynne Mehmed	BEd
Megan Turner	BEd, PGradDipEd	Brenton Menzies	BEd(Prim)
Robert Utting	BA, PGradDipEd	Kim Mitchell	BA, BA (Hons)
Thuthi Vartazarian Haftevani	BA, DipEd, MA, MTeach	Michelle Monaghan	BEd (Hons)
Andre Vikas	BMus (Hons), GradDipEd	Susan Moxey	BBus, DipEd
Atsuko Wakida-Henderson	BA, GradDipEd, MA	Annette Murdoch	BEd, DipTeach
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Julie Shutie	BEd, PGradDipEd
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Nicole Sutton	BEd, DipEd
Helen Toner	BA, GradCertCI, GradDipEd
Tanya Turczyniak	BEd
Natalie Van Elst	DipTeaching(Primary), GradDipSpecEd
Kate Van Noorden	BEd
David Walker	DipTeach, GradDipEdAdmin, GradDipScEd, MEd
Emma Woodall	BEd(Primary), BEd(Teach)

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Debbie Ball	Cert3 CC
Tina Black	
Anna-Maria Calabretta	
Stephanie Carroll	DipChildServ
Eliza Cavalida	DipECEC
Lina Chen	Cert 3 CC, DipChildServ
Andrew Curmi	DipCS
Hanna Daniel	Cert 3 CC, Dip Child Serv
Christine Donohue	Cert 3 CC
Nadia Durrant	BECS
Elisha Gillespie-Lloyd	Cert 3 CC
Najwa Hamra	Cert 3 CC
Irene Hashmi	Cert 3 CS, DipECEC
Indya Jewell	
Kristy Malone	Dip Early Childhood
Dominique Pascal	
Gabrielle Petruccelli	
Sharon Portelli	DipCS
Stacey Robinson	
Margaret Scott	
Kirsty Shepherd	
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Chantelle Xerri	
Roksana Yasmin	Dip Early Child Ed & Care

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TEACHING AIDES

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Vanessa Ottrey	
Gordana Palmar	
Susan Plant	
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Chau Tran	
Kerryn Vilinskis	

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Joseph Borg	BEd, DipRec
Sarah Busuttil	BMus
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Edwina Kayser	AssocDipMus, BMus, MMusPerf, PGradDipOT
Tom Lee	
Jennifer Lund	
Hoi Ting Mak	
Patrick McMullin	
Zoe Mitchell	
Holly Sharpe	
Brendan Smith	
Ian Southwood	BA
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PROFESSIONAL STAFF

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Rachel Doody	
Judy Eads	
Alberto Enriquez	BE(Elec)
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Fouzia Fourie	
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