

# Community

Westbourne  
Grammar  
School

# 2019 Report



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# Principal's Report



On behalf of Westbourne Grammar School, I am pleased to present the 2019 Annual Report. Another very busy and productive year began with the official opening of the new sports and aquatic centre. This magnificent facility, with its twenty-five metre; eight lane pool, a learn to swim pool; weights room, and state of the art dance studio has added a new dimension to the opportunities available at Westbourne for participation in sporting, fitness and personal wellbeing programs. And while our pool may have seemed some time in its planning and construction, what we have achieved has been more than worth the wait.

In a world characterised by rapid technological change, globalisation, rising community expectations and uncertainties with respect to how governments will fund the independent school sector; it is important that Westbourne continues to foster an innovative and responsive culture of professionalism coupled with the prudent stewardship of resources. It is in this context that the 2019-2022 Strategic Plan provides a framework for future-proofing the school. This will be achieved through continued investment in systems designed to drive efficiencies and achieve savings, while managing the programs of teaching and learning that are providing the academic skills and personal attributes required to meet the challenges of life and work in the twenty-first century.

The further development of Westbourne's shared model of Community of Practice is exemplified through the use of pedagogical methods and practices that include: a common language of learning, a stated moral purpose, cognitive coaching, restorative practice, and a program for our students in Prep to Year 2 that is grounded in the educational philosophy and practices of Reggio Emilia. To support these objectives, all students are grouped in age appropriate clusters. At the Truganina campus these clusters comprise: 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 for Years 10-12.

The school's reputation for academic achievement is underpinned by a strong focus on student wellbeing. At the same time, the curriculum is characterised by an emphasis on the mastery of the key skills of literacy and numeracy and on the development of personal attributes such as, confidence, self-reliance, critical thinking, independence and creativity. I am pleased, therefore, to report that 2019 was another very successful year for our Year 12s. In addition to five perfect study scores of 50 (English (2); Biology, Health & Human Development; Further Mathematics) and a median ATAR of 86.10 (the highest ever recorded by Westbourne); 36.2% of students achieved an ATAR of 90.00 or above. In March, the school's excellent academic record was recognised when Westbourne was the recipient (in the Melbourne western region category) of *The Age* newspaper's inaugural Schools That Excel award.

Throughout the year, senior school student engagement in practical learning continued with participation in the DaVinci Decathlon (Year 7); Tournament of Minds (Years 7-8); Youth Parliament (Year 11); Toastmasters (Year 12), interschool public speaking and debating. In our junior school, students participated in the Future Problem-Solving competition; the Maths Olympiad; debating and chess. The Junior Action Service Program has seen a student create a newsletter for the Verdon Centre, called *Verdon Variety*, while other students have been involved in collecting food for the Victorian Foodbank, working with the Victoria Falls Anti-Poaching Unit locating snares and picking up rubbish, as well as sourcing donations for the Pack for a Purpose Kachikau Sew Project.

## continued...

As in past years, students once again excelled as representatives of the school in the Association of Coeducational Schools sports competitions and also in House sport. The outdoor education program is closely linked to the school's values and students are expected to demonstrate what it is to be a member of the Westbourne community. Similarly, elective and enrichment programs aim to involve students in a journey of self-discovery and self-understanding while building resilience and self-reliance. These programs have included activities such as: snorkelling, bush walking; canoeing, indoor rock climbing; Duke of Edinburgh Award (compass, bronze, silver and gold levels); Youth Adventure Challenge; Around the Bay Bike Ride and the Melbourne Half Marathon.



The school's reputation for academic achievement is underpinned by a strong focus on student wellbeing.

## 2019 marked forty years of musical productions at the school. Our aim in producing a musical each year is to provide opportunities for engagement in this particular art form – whether that be as cast, technical crew or orchestra.

This year, an ambitious production of *Wicked* played to full houses at the Wyndham Cultural Centre theatre, while our junior students delighted audiences with a colourful rendition of *Seussical Jr.* Selected as the senior play, David Williamson's *Brilliant Lies* proved to be a thought-provoking experience for all involved. It is especially rewarding that the talents of our performers and production team were recognised by the Music Theatre Guild of Victoria with *Wicked* receiving nominations in the categories: Female Lead Role (Isabella Yoseski (12P) and Musical Direction (Andrew Leach Director of Music).

The school's connections with Kampuchea House continued with trips to Cambodia in April and June. While in Cambodia the team from Westbourne (students, teachers and alumni) was involved in teaching English to children in Komphien Village, building a house for a needy family, some sightseeing activities and learning about the culture and history of the Khmer people.

I would like to thank all those who have supported our endeavours throughout the year. I am grateful to the Board for their commitment to Westbourne and its governance. I also extend my appreciation to Westbourne's staff, our teachers, administrators, maintenance and grounds personnel and stakeholders. Finally, my most sincere gratitude goes to my colleagues on the Executive for their continued loyalty, vision, dedication and commitment to this school.



# Our Vision, Values & Motto

The school that is Westbourne Grammar opened in Williamstown in 1867 with an enrolment of twenty-three boys. Becoming coeducational in 1885, the school continued to operate in various locations in Williamstown until the mid-1970s when the decision was taken to build a new school on a green fields site at Truganina. Since 1978 there have been two campuses: Williamstown (Prep to Year 3) and Truganina (Early Learning to Year 12) in Melbourne's fast-growing western corridor. With its main campus located on an extensive site in Sayers Road, 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 continues to be a feeder for 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 wants 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 on a regular basis in the JR Pascoe Chapel. 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 from south-east Asia.

## 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 Mission

To be an economically independent and vibrant community that consistently provides the highest standards of excellence and innovation within a stimulating, nurturing environment.

# 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, which sits at the heart of the school's vision and mission and a philosophy centred on creating a safe and supportive environment in which each student can reach their full potential.

Westbourne Grammar School is characterised by its diverse community, which currently comprises a student population representing thirty-eight 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. Our community is characterised by religious freedom and tolerance, which are supported through open dialogue.

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 and 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, the determining of general policy and setting the school's strategic direction.



Ilija Grgic  
Chairperson



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

## 2019 Board Members Office Bearers



1



2



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- 
- 1 **Mark Krawczyszyn**  
Deputy Chairperson
  - 2 **Rocio Vucetich Karibian**  
Secretary
  - 3 **David Stewart**  
Treasurer



4



5



6

- 
- 4 **Meg Hansen**  
Principal
  - 5 **Claire Brown**  
Director
  - 6 **Ian Fox**  
Director



7



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9

- 
- 7 **David Horvath**  
Director
  - 8 **Diane John OAM**  
Director
  - 9 **John McElvaney**  
Director

The Associate Principal, Head of Senior School, Head of Junior School and the Business Manager all attend Board meetings as observers. The Board met seven times in 2019. The Board Executive consists of the Chair, Deputy 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.

In 2019 the Executive team comprised

**1 Meg Hansen**  
**Principal**  
BA, DipTeach, MA (Hons),  
PGradDipArts, SecTeachDip, FACE,  
FACEL, AICD



**2 Andrew McGregor**  
**Associate Principal**  
BSc, DipEd, MEd



**3 Louisa Scerri** (no photo)  
**Head of Senior School**  
BASc, GradDipEd



**4 Paul Barklamb**  
**Head of Junior School**  
BEd, DipTeach, GradDipEdAdmin,  
GradCertSpEd, CertGiftedEd



**5 Dennis Nowak** (no photo)  
**Deputy Head of Senior School**  
BA (Hons), GradDipEd



**6 Kylie Baxter**  
**Deputy Head of Junior School**  
BEd, PGradDipEd



**7 Peter Westhead**  
**Director of Learning Senior School**  
BA (Hons), PGradCertEd



**8 Geoffrey Hayhow**  
**Director of People and Culture**  
BEd, MEd

**9 Anne Bright**  
**Director of Development**  
BA (Hons), DipEd

**10 Katherine Yee**  
**Business Manager**  
BComm, MIntBus, CPA





## Teaching Staff

Teaching staff are highly motivated, qualified professionals with a very strong commitment to the implementation of the school's comprehensive educational program.

All members of the teaching staff are registered with the Victorian Institute of Teaching (VIT) and regularly participate in professional development activities and programs conducted both at the school and at off-site locations. In addition, all staff are involved in Westbourne's sporting, cultural, pastoral care and community service activities.

The average attendance rate for staff at Westbourne Grammar was 94%. There were no indigenous staff.

Staff Breakdown	2019
Full-time teacher (female)	95
Full-time teacher (male)	45
Part-time teacher (female)	20
Part-time teacher (male)	06
Primary teachers (female)	47
Primary teachers (male)	12
Secondary teachers (female)	60
Secondary teachers (male)	39
Professional staff	43
Grounds and Maintenance	13
Ancillary staff	13



# Teacher Involvement in Professional Learning

Throughout 2019, the Principal, Board, Executive and teaching staff continued to actively support professional learning in accordance with the requirements stipulated by the Victorian Institute of Teaching 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, teaching practices and current approaches to learning strategies- such as those embodied in the Reggio Emilia program at Years Prep-2.

In April, the school organised a three-day, in-house conference designed to build the professional capacity of Westbourne's teachers and deepen their understanding of the latest research into issues such as eLearning, Solo Taxonomy, inquiry learning, collective efficacy, encounter and teacher wellbeing. Over the three days participants heard from four recognised education thought-leaders and were actively involved in a series of workshops developed and run by current staff. In the junior school, a significant learning project conducted by future focused consultants No Tosh, enabled teachers to delve deeply into design thinking and inquiry learning and how these practises can be best leveraged in the junior years. Several senior staff also attended a conference in Queensland which allowed them to work with experts to learn more about student emotional wellbeing, positive psychology, strength-based models and strategies for building resilience.

Many staff also contributed to the two editions of the school's community magazine *Monomeith*, with articles covering a range of contemporary educational themes including: Successful Transition Through the School Builds Confidence; Future Focussed, Skills Based and Collaborative - Delivering for Year 9; Building Learning Success in a Managed Environment; Promoting Stem Awareness; Professional Learning, New Ideas and Collaborative Expertise; Connecting Through Schoolbox; Supporting Our Teachers and Enhancing Student Performance; Collaboration, Connectedness and a Common Language of Learning; The World is Your Teacher - Learning Beyond the Classroom; and Virtual Realities and Interactive Models - Exploring New Frontiers in Science.

## Characteristics of the Student Body

Westbourne Grammar provides educational opportunities for students from Early Learning through to Year 12. The student population is comprised of a diverse thirty-eight different nationalities. In 2019 there were fifty-nine international students, and gender mix was 53% male and 47% female.

### Students enrolled in Westbourne's Junior and Senior Schools:



Junior School (Prep - Year 6) 721



Senior School (Years 7- 12) 921

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Total Enrolment in 2019 1642





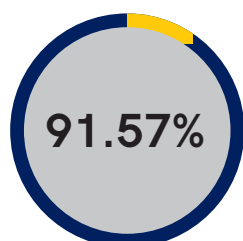
# Student Attendance



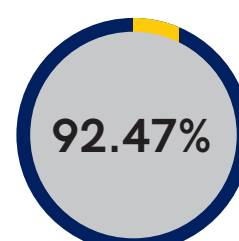
Student attendance is recorded on a daily basis and parents are contacted when no prior advice has been received. Where students in the junior school have unexplained absences, parents are contacted by the class teacher in the first instance and followed up by the Deputy Head and/or the Head of Junior School.

For senior school students, the Head of House will contact parents to discuss reasons for unexplained absences. In the event such absences become excessive, the Head of Senior School will contact the parents. The total average attendance rates for all students in 2019 were:

Truganina  
campus



Williamstown  
campus



Average attendance rates for each year level are detailed below:

Truganina Campus	%
Year 0	92.79
Year 1	92.75
Year 2	94.43
Year 3	93.82
Year 4	93.21
Year 5	93.34
Year 6	92.04
Year 7	92.43
Year 8	91.39
Year 9	91.62
Year 10	90.18
Year 11	91.00
Year 12	89.99

Williamstown Campus	%
Year 0	93.43
Year 1	92.09
Year 2	92.58
Year 3	91.86



# 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 2019 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	445	100
Writing	485	445	100
Spelling	463	431	100
Grammar/Punctuation	506	456	100
Numeracy	463	422	100
<b>Year 3 (Truganina)</b>			
Reading	490	445	100
Writing	472	445	100
Spelling	476	431	100
Grammar/Punctuation	492	456	100
Numeracy	463	422	100
<b>Year 5</b>			
Reading	564	513	99
Writing	523	485	98
Spelling	546	506	99
Grammar/Punctuation	554	508	100
Numeracy	545	504	100
<b>Year 7</b>			
Reading	583	551	100
Writing	560	523	100
Spelling	577	553	99
Grammar/Punctuation	589	554	100
Numeracy	612	559	100
<b>Year 9</b>			
Reading	611	591	100
Writing	598	560	98
Spelling	615	588	99
Grammar/Punctuation	602	580	99
Numeracy	636	592	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 and 2019 which creates some difficulty in comparing three years of results.

## Williamstown

2019	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	509	485	463	506	468

2018	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	489	472	484	495	457

2017	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	476	483	484	495	466

## Truganina

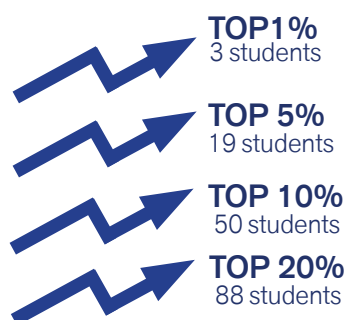
2019	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	490	472	476	492	463
Year 5	564	523	546	554	545
Year 7	583	553	577	589	612
Year 9	611	588	615	602	636

2018	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	488	466	476	486	462
Year 5	562	506	441	559	537
Year 7	585	558	595	579	614
Year 9	621	583	618	612	653

2017	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	502	466	491	531	466
Year 5	554	523	539	545	551
Year 7	580	570	585	580	629
Year 9	624	612	606	608	639

## 2019 VCE Results

2019  
VCE  
ATAR  
SCORES



Based on National Performance Statistics (ACTAC)

Cohesive, inclusive and highly supportive of each other and the school's values, the Class of 2019 were active participants in all that Westbourne offered them. In particular, these fine young people demonstrated a strong sense of responsibility to their community, taking student voice to a new level of engagement through their management of senior assemblies and involvement in the full range of sporting, cultural, leadership and service activities.

In 2019, of the 138 students enrolled in Year 12, all were awarded their VCE certificate and all but three applied for tertiary courses. More specifically:

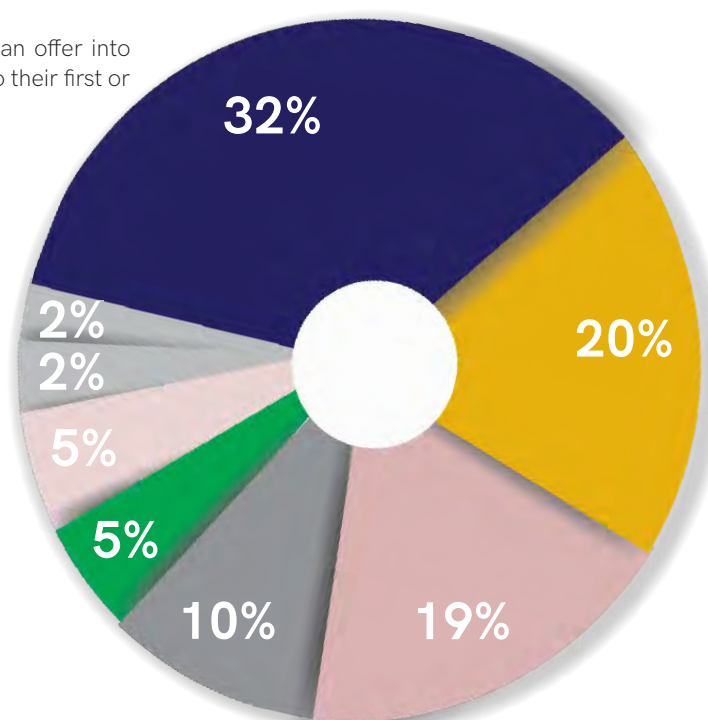
- Dux of the school achieved an ATAR of 99.80
- Median ATAR of 86.10 – the highest ever recorded by Westbourne Grammar School
- Five perfect study scores of 50 – in English (2), Biology, Health & Human Development and Further Mathematics
- 36.2% of students achieved an ATAR of 90.00 or above
- Three students achieved an ATAR of 99.00 or above, ranking them in the top 1% in the country.
- 19 students achieved an ATAR of 95.00 or above, ranking them in the top 5% of the country.
- 50 students achieved an ATAR of 90.00 or above, ranking them in the top 10% in the country.
- 88 students achieved an ATAR of 80.00 or above, ranking them in the top 20% of the country.

The school is extremely proud of these achievements, which reflect the hard work and enthusiasm of our students as well as the professionalism and dedication of Westbourne's teachers. In congratulating everyone we also commend our nine international students who attained an ATAR over 90. An outstanding sixty-six per cent of applicants received an offer into their course of highest preference; and ninety per cent into their first or second course preference.

# Tertiary Destinations

An outstanding sixty-six per cent of applicants received an offer into their course of highest preference; and ninety per cent into their first or second course preference.\*

University of Melbourne	56
Monash University	35
RMIT University	33
Deakin University	17
Swinburne University of Technology	10
La Trobe University	09
Victoria University	04
ACU	04
ANU	02
ADFA	01
Tafe Institutes	01
Private Colleges	03



## Offers by field of study

Sciences	37
Society & Culture	31
Commerce	26
Health	23
Engineering	18
Creative Arts	17
Architecture / Building	14
Information Technology	07
Agriculture/Environment	02
Education	01

151 Individual offers at five top Victorian universities

University of Melbourne 56

66%

Monash University 35

Of graduates  
received first  
preference offers

RMIT 33

90%

Deakin University 17

received first or  
second preference  
offers

Swinburne 10

\* At the time of printing the official final destination data had not been published by VCCA.

# Parent, Student & Teacher Satisfaction

Westbourne offers a wide range of forums for parents, students and staff to provide feedback, make suggestions and participate in the overall process of continuous improvement to the school's educational program.

## Junior School

**Dialogue and Engagement:** 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 aspects of their learning.

**Transition Points for Young Learners:** 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 classrooms to meet with tutors and other year level parents. Prior to this event, each family is contacted and welcomed into the school. Students at the Williamstown campus who will be transitioning to Truganina are 'buddied' with a student at Truganina and spend time at Truganina on a regular basis. Similarly, an extensive Prep Transition Program has proven to be very effective in ensuring that incoming Preps (including those transitioning from Amici) settle in easily in the first few weeks of 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 other performing arts and sporting events.

**Welcoming New Students and Their Families:** 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.

**Student Leadership:** 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.

## Introducing New Staff

All new staff participate in a comprehensive induction program which is managed by the Director of People and Culture. In addition, 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 of key stakeholders and regularly commissions surveys and conversations aimed at providing data relating to various education-related topics. This feedback assists the school with both its operational and strategic planning.

In 2019 the school took part in the LEAD School Effectiveness Survey, the results of which provided information about parent, staff and student satisfaction. With respect to parent satisfaction, the school received consistently high ratings for key indicators: excellent learning environment, school as a safe place to learn, satisfaction with the choice of Westbourne, families feeling welcome when they visit the school, dedication and professionalism of the teaching staff, preparation for sequential learning, student access to learning resources, student motivation and teacher understanding of individual differences and abilities. When questioned about their main reasons for choosing Westbourne, most parents reported that it was the 'academic results', followed by 'facilities and resources', 'suited my child's needs better than other schools', 'reputation', and 'the emphasis on the development of sound morals, values, beliefs and attitudes'.

Results for the survey of staff were similarly positive with 'I am happy to recommend the school to people' receiving the highest rating of 8.77 out of a possible 10. Overall, staff seem very satisfied with the opportunities provided for professional learning and are keen to enhance their skills and improve student outcomes; while expressing confidence in the leadership of the principal and senior management team. Results for staff morale are consistent with the mean recorded for independent schools and most teachers report that they are 'proud to work at this school' agreeing with the 'goals and direction of the school', vision and values and overall educational philosophy.

Teachers in both the primary and secondary years say they would 'recommend the school to people' and many say that they would 'send my own children to this school'.



**'I have been well supported and prepared as I have moved from year level to year level'.**

Student responses to the survey were also largely positive, with overwhelming support for the statements 'My teachers expect high standards of learning from me' and 'My teachers encourage me to improve the standard of my learning'. Essentially, students are 'happy to be at this school', which they see as 'providing a learning environment which stimulates me to learn', 'a safe place in which to learn', where there is 'access to high quality technology and resources to help me learn', teachers who 'make time to help me when I am having trouble with my learning', and where 'I have been well supported and prepared as I have moved from year level to year level'.

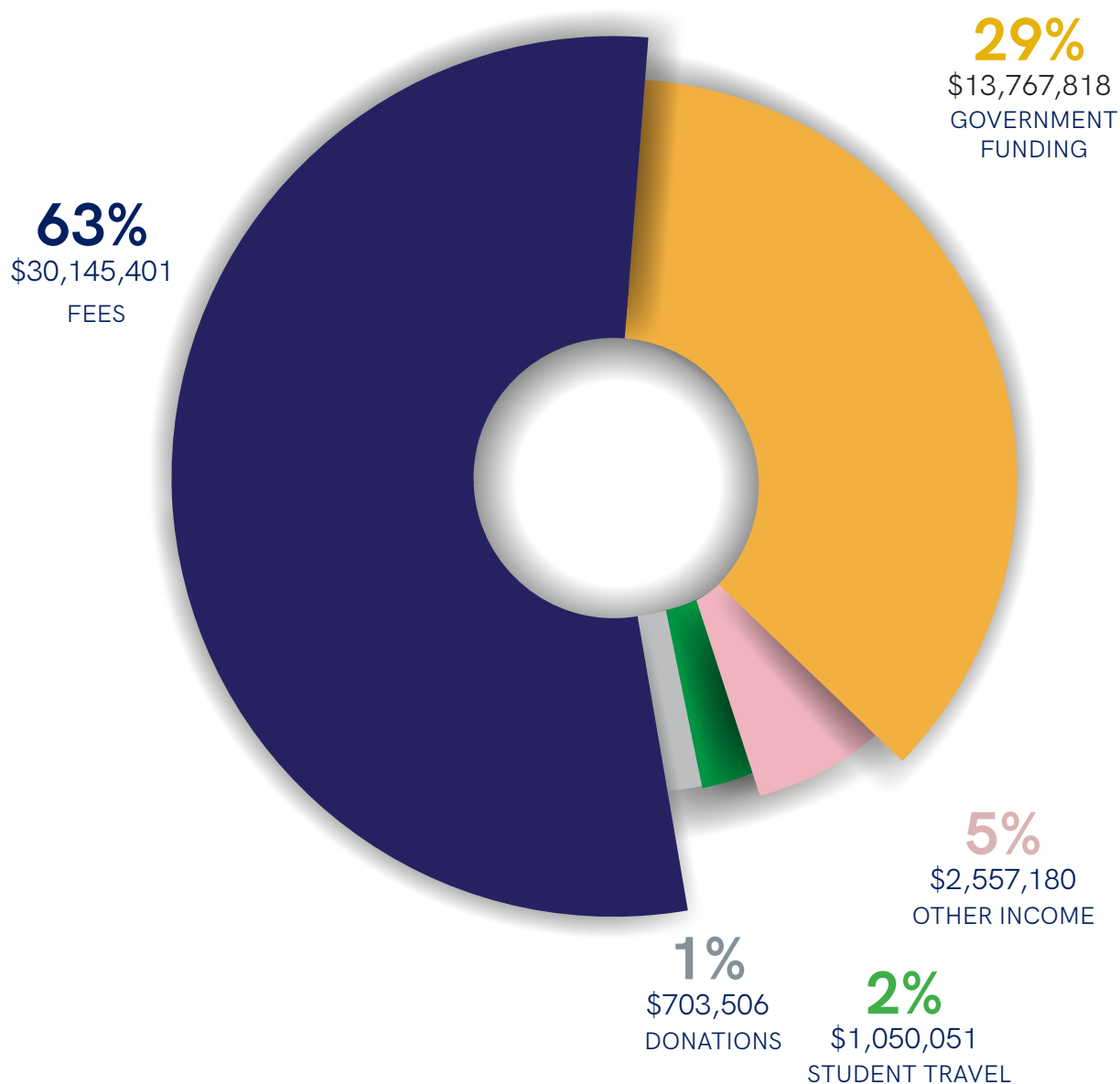
## Community Involvement

Westbourne's extended community is an involved one and the school provides opportunities for groups and individuals to feel welcome, engaged and supported. The main stakeholder group, The Friends of Westbourne Association (FOWA) was established: '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 FOWA works proactively to provide services and raise funds for the whole school Prep-Year 12. Some of the events in 2019 included: the traditional Mother's Day lunch, Father's Day breakfast, the Prep barbeque, the annual concert, music soirees and festivals, the art exhibition, the Presentation Ball and Valedictory dinner, movie nights, walk-a-thons, sausage sizzles and athletics carnivals.

## 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 2019 appears below.

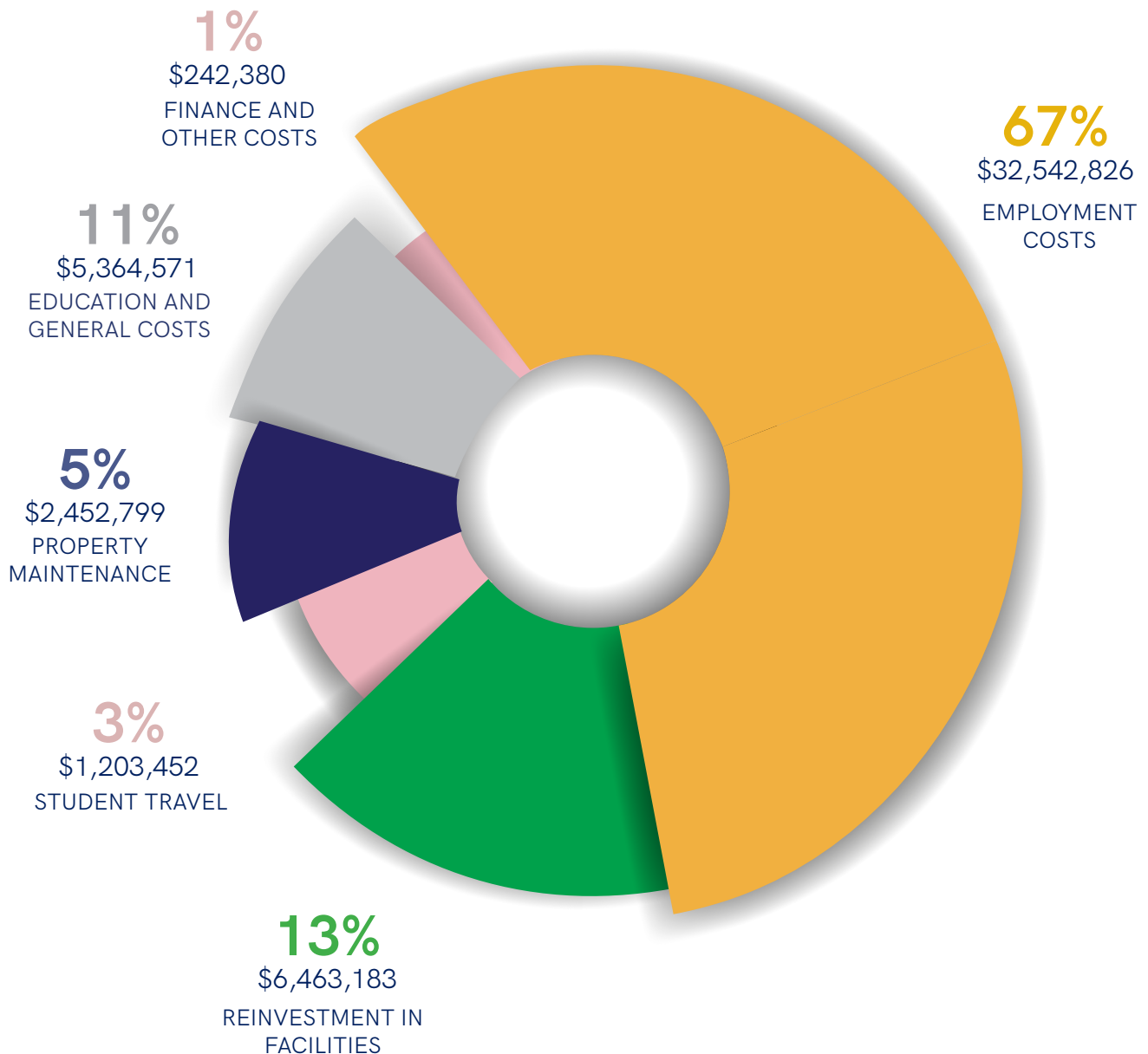
### Income \$48.22M





## Expenditure

\$48.22M













# Staff Lists

## 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

**Peter Westhead**

**Director of Learning Senior School**

BA (Hons), PGradCertEd

**Geoffrey 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 Steve Morrison**

FT, MA, GradCertLGTC, Cert IV Ministry

## Academic Staff Senior School

**Adam Abrahall**

BSc, GradDipEd

**Jarrod 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

**Catherine Bellair**

BA, BSc (Hons), GradDipEd, MEd  
(Student Wellbeing)

**Alison Birchall**

BA, BTeach, MEd

**Nicola Birkett**

BA, GradDipEd

**William Blakeley**

BBus, MTeach

**Julia Blik-Rang**

BA, GradDipSecEd

**Lisa Bolitho**

BEd

**Jade Bradshaw**

BEd(PhysEd), CELTA, GradCertTeach

**Desmond Callan**

BEd, GradDipJap

**Mary-Lou Callan**

BEd

**Lucy Cassar**

BBiomedSc (Hons), GradDipEd, PhD

**Catrin Charles-Edwards**

BEnv, BEd

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BSc (Hons), BEd

**Adam Cook**

BMus (Hons), DEM, AMusA

**Tonya Cook**

BEd

**Meg Cooper**

BA, MT

**Leesa Dean**

BMus

**Brendan Evans**

BAppSc, GradCertAppSc, GradDipEd

**Lisa Farrell**

BComm, GradDipEd

**David Felvus**

BEd

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DipTeach, GradDipCS. MTech

**Joanne Francken**

BSc Dip Ed

**Fiona Furphy**

BA, BMus, GradDipEd

**Jane Garnham**

BA, GradDipEd, GradDipLitEd

**Helen Gaudi**

BEd, DipTeach

**Katherine Gayton**

MPsych

**Ryan Geard**

BEd

**Rodney Goold**

BSc, DipEd

**Neil Gracey**

BMusP, GradDipEd, MTeach

**Damon Grieve**

BA, GradDipSecEd

**Rachel Griffin**

BA, BEd (Hons)

**Pauline Griffiths BA, Dip Ed, MA, PhD, BMus**

**Kelly Harding**

BA (Law), PGCE

**Diana Hatton**

AssocDipMus, BMus, DipEd, LMusAus

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BAppSc, GradDipBusMgmt, GradDipEd

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BEd, MEd

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BAppSc (PhysEd), DipEd, MA



**Gabriella Sabatino**  
BEnvSc, MTeach

**William Saccardo B**  
Writ&Pub, GradDipEd, MInfoTech, Cert  
Writ&Ed

**Louisa Scerri**  
BAsc, GradDipEd

**Benjamin Shafr**  
BBus, DipFinServ, MT

**Jason Smith**  
BMus (Hons), GradDipEd

**William Stojkovski**  
BA, Grad Dip Ed, M Teach (Sec)

**Stefanie Thom**  
BEd, MMusPerf

**Rebecca Thompson**  
BSc, PGradEd

**Megan Turner**  
BEd, PGradDipEd

**Robert Utting**  
BA, PGradDipEd

**Thuthi Vartazarian Haftevani**  
BA, DipEd, MA, MTeach

**Atsuko Wakida-Henderson**  
BA, GradDipEd, MA

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BSc (Hons), GradDipEd, GradDipMet

**Beulah Watson**  
BMus

**Peter Westhead**  
BA (Hons), PGradCertEd

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**Kellie-Jane Winter**  
BA(Hons), BEd(Arts), GradDipPsych,  
PGradDipEd

**Yao Yan**  
BA, MTeach

**Chong Zhou**  
BA, PhD

**Rachael Henry**  
PGradCertEd

**Tyler Hess**  
BA, BEd

**Kathryn Hirche**  
BMus (Ed), MA

**Daniel Homburg**  
LLB BA GradDipEd

**Timothy Horton**  
BA, DipEd

**Barbara Howe**  
BEd

**Heather Howlett**  
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**Sandra Jenkins**  
BA, DipEd, GradCert TESOL

**Alexander Johnson**  
BA, GradDipEd

**John Johnson**  
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BA, GradDipEd, LLB

**Meegan Kildea**  
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**Melanie Koetsveld**  
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**Hiroki Kurihara**  
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**Eileen Langwell**  
BSc

**Miranda Lathouras**  
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**Debra Leigh**  
BSc (Hons), PGCE

**Laureen Lennon**  
B Chem Eng (Hons), BSc, MTeach, Dip Lang

**Poh Geok (Cyndia) Leow**  
BA, Dip Ed

**Sonya Lill**  
BEd

**Graham Long**  
BSc (Hons), GradDipEd

**Rebekah Loring**  
BA (Hons), Grad Dip Ed

**Bronwyn Macdonald**  
BA, Grad DipChildLit, GradDipEd

**Louise Mahony**  
BSc, GradDipEd, GradCertRE, GradDipDiet

**Andrew Mark**  
BSc, GradDipEd

**Andrew McGregor**  
BSc, DipEd, MEd

**Allison McPhee**  
BEd, MAAppL, MBA

**Lorraine Merritt**  
BEd

**Clare Meyerhoff**  
MA (Hons), PGradCertEd

**Adrian Michielin**  
BPsych, GradDipEd

**Marcus Michielin**  
BE (Mech), DipEd

**Amanda Mitchell**  
BA, GradDipEd

**Kylie Mobilia**  
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**Steve Morrison**  
FT, MA, GradCertLGTC, Cert IV Ministry

**Joanne Mullenger**  
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**Sharon Muller**  
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**Michiyo Naito**  
BA, MA, MAL

**David Newlyn**  
MSc, PGradDipEd

**Michelle Noonan**  
BBSc, DPsychClinPsych, PGDP

**Dennis Nowak**  
BA (Hons), GradDipEd

**Sharon O'Brien**  
BMusEd

**Nisha Pahuja**  
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**Michelle Pilditch**  
BEd

**Stefan Pomasan**  
BESS, DipEd

**Selma Porcic**  
BPsychSc, MTeach

**Sarah Quick**  
BA, BTeach

**Belinda Rasen**  
BMus, DipEd

**Rosemarie Reber**  
BA, BEd, HonsFA

**Angelica Ricci**  
BDes, GradDipEd

**Jeffrey Rieniets**  
BAppSchM, CertIV TrAs, GradDipSecEd

**Brooke Rodgers**  
BA, BA(Hons), BEd

# Staff Lists

## Academic Staff Junior School

**Nicole Armatas**  
BEd, DipEd, Med (Hons)

**Paul Barklamb**  
BEd, DipTeach, GradDipEdAdmin,  
GradCertSpEd, CertGiftedEd

**Gary Barty**  
DipTeach, GradDipEd, ACAL(Jap)

**Kylie Baxter**  
BEd, PGradDipEd

**Cassandra Betadam**  
BAppSc (PhysEd)

**Georgia Boam**  
BA, DipEd, GradDip, QTS

**Joseph Borg**  
BEd, DipRec

**Chantelle Brown**  
BEd, BA, MEd

**Andrea Cameron**  
BEd Dip Teach

**Mario Chrisanthou**  
BEd

**Simone Chrisanthou**  
BEd (Primary)

**Rebecca Christo**  
BEd

**Asher Colvin**  
BEd (Hons), MEd

**Heather Conroy**  
BEd, DT(EC), MEd

**Simon Corcoran**  
BEd

**Anah Creet**  
BFineArts, BEd

**Melissa Davis**  
BEd (Hons)

**Christine Degiorgio**  
BEd, BEd (Primary), GradDipEd

**James Diery**  
BA, BEd (Primary)

**Delray Edinberry**  
BEd (Primary)

**Andrea Elliott**  
BEd, DipTeach, PGradDipEd

**Cameron Elston**  
BMusEd (Hons), CertTeach (Prim)  
KODCE, Cert Teach, LMusAus

**David Fawkes**  
BEd(PhysEd)

**Cassandra Forbes**  
BSc, GradDipEd (Primary)

**Lynette Franklin**  
BEd(Prim), DipTeach, MEdStud,  
PGradDipEd

**Jillian Green**  
DipTeach

**Jonathon Hannett**  
BEd

**Tracy Hannett**  
BEd

**Rozalia Hecht**  
BAppSc (Hons), BA, MAPsych

**Vera Hillas**  
BMus Ed, GradCertOrfMusEd

**Samara Hudek**  
BEd, BTeach

**Catriona Jackson**  
BEd (Prim)

**Ebony Johnson**  
BEd (P-10)

**Linda Kolevas**  
BEd (Librarianship)

**Rebecca Kovac**  
BECE

**Diana Liston**  
BAsC (Hons), DipEd

**Brenton Menzies**  
BEd (Prim)

**Kim Mitchell**  
BA, BA (Hons)

**Michelle Monaghan**  
BEd (Hons)

**Susan Moxey**  
BBus, DipEd

**Jenni Munn-Bradley**  
BA (Hons), PGradDipEd (Prim)

**Melissa Murray**  
BEd Teach

**Annette Murdoch**  
BEd, DipTeach

**Bronwyn Nisbet**  
BEd (Hons), MEd

**Kelly Nolan**  
BA, BPrimEdStuds, GradCert Catholic  
Studs, PGrad Cert (Early Literacy  
Intervention)

**Donna O'Brien**  
BA, GradDipEd

**Fiona O'Connor**  
BA, MEd, GradDipAppPsych

**Keisuke Ogawa**  
BBus, GradDipEd

**Rebecca Ratu**  
BEd (Prim)

**Elizabeth Reader**  
BEd, DipEd

**Anne Richardson**  
BBus, GradCertMgDev, GradDipEd, MBA

**Dianne Robinson**  
AssocDipMus, DipTeach, GradDipEd

**Nicole Sutton**  
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**Helen Toner**  
BA, GradCertCI, GradDipEd

**Tanya Turczyniak**  
BEd

**David Walker**  
DipTeach, GradDipEdAdmin, GradDipScEd,  
MEd

**Sarah Wilson**  
BEd (Prim)

**Emma Woodall**  
BEd (Prim), BEd(Teach)





## Teaching Aides

Andrea Arnold  
BA(Hons)

Gracia Burke  
Jade Holloway  
Gordana Palmar

Susan Plant  
Alison Reiher  
Elizabeth Streets  
Chau Tran  
Kerryn Vilinskis

## Sessional Music Staff

James Annesley  
BMus (Hons)

Joseph Beckett  
BMus, MMusPerf

Joseph Borg  
BEd, DipRec

Sarah Busuttil  
BMus

Kieran Conrau

Shannyn Dickson  
BMus, AMusA

Daniel Felton  
BMus (Hons)

Sarah Green  
BMusEd (Hons), AMusA

Edwina Kayser  
AssocDipMus, BMus, MMusPerf,  
PGradDipOT

Tom Lee  
BMus

Jennifer Lund  
BMus, LMusA

Belinda Mak  
BMus

Patrick McMullin  
BMus

Zoe Mitchell  
BMus, MTeach

Anna Pokorny  
Bus (Perf)

Holly Sharpe  
BMus (Hons), MTeach

Brendan Smith  
BMus, DipEd

Ian Southwood  
BA, DipASA, AMusA

Zoe Suckling  
BMUs (Hons)

Zuzana Suster  
BMus, DipEd

## Amici – Westbourne Early Learning Centre

Laura Abraham  
BEd

Mary Athans  
BEd (Early Childhood/Primary)

Crystal Baldacchino  
DipECEC

Debbie Ball  
Cert3 CC DipECEC

Tina Black

Anna-Maria Calabretta

Stephanie Carroll  
DipChildServ

Eliza Cavallida  
DipECEC

Lina Chen  
Cert 3 CC, DipChildServ

Andrew Curmi  
DipCS

Hanna Daniel  
Cert 3 CC, Dip Child Serv

Christine Donohue  
Cert 3 CC

Elisha Gillespie-Lloyd  
Cert 3 CC DipECEC

Najwa Hamra  
Cert 3 CC DipECEC

Ellen Hunt  
DipECEC

Indya Jewell  
Dip ECEC

Hee Jung Teresa Jung  
MEd (Student Wellbeing) BEd (Early  
Childhood)

Kristy Malone  
Dip Early Childhood

Jessica McCallum  
DipChildServ

Kara Nelson  
DipECEC

Gabrielle Petrucci  
DipChildServ

Sharon Portelli  
DipCS

Jessica Regel  
BEd (Early Childhood/Primary)



# Staff Lists

## AMICI Continued

**Stacey Robinson**  
DipChildServ

**Kirsty Shepherd**

**Polixeni Tepelis**  
DipCommServ

**Roksana Yasmin**  
Dip Early Child Ed & Care



## Professional Staff

**Prue Baum**  
B Nursing, CertIVTrainAs, GradDipMid,  
RNDiv1

**Lee Beasley**  
DipProfWriting&Editing

**Brenda Black**

**Anne Bright**  
BA (Hons), Dip Ed

**Andrea Cairns**

**Eleanor Caldwell**  
B Nursing, Nurse immuniser

**Juliet Cassar**

**Caron Condie**

**Karen Cooke**  
BA

**Marie Czajkowski**

**Ann Daillidis**

**Rachel Doody**

**Judy Eads**

**Alberto Enriquez**  
BE(Elec)

**Katrina Gevaux**  
Cert 11 in Auslan, lifeguard and aquatics  
quals

**Elke Giantsis**

**Euan Gibson**  
BBus, CPA

**Christopher Gilham**

**Stefan Grujic**  
DipIT Networking, Cert IV IT Networking,  
Cert III IT&Comms

**Vipin Gusain**  
B InfoTech, Post Grad Dip Network  
Computing, M Info Tech

**Shirley Hanley**

**Dhammika Herath**  
BBus (InfoServ), MIM

**Laura Houston**

**Susan Johnston**  
BA (Hons), BEd, MEd (Admin), PhD

**Janet Leckie**

**Nellie Marinkovic**

**Melinda Mark**

**Cert BusStudies**

**Pam McClure**

**William Nguyen**

**Andrea Nickels**

**Linda North**  
BA, MA, MCulMatCons

**Amanda Paisley**

**Connie Parashis**  
BBus, GradCertProjectMgmt

**Annette Perry**

**David Potter**  
DipInfoTech

**Donna Ramos**  
Cert 111 Business

**Kylie Rooney**  
B Nursing, CertIV TrainAss

**Melvin Tang**  
BA (Digital Media)

**Jessica Taylor**

**Madeline Walsh**

**Ana Wilkinson**  
BA, BComm

**Dianne Wilson**  
BSc, Cert IV Acc&Bk Keeping, Cert IV  
Train&Assess, Cert III CommServ

**Katherine Yee**  
BComm, M IntBus, CPA

## Ancillary Staff

**Julie Brophy**

**Paul Condon**

**Cathy Dekievit**

**Yvonne Fenton**

**Alejandra Hernandez**

**Sonya Kasem**

**Divya Koothoor**

**Rachel Snowden DipLibInSt**

## Property Department

**Karen Balla**

**Steven Biddle**

**Paul Donnellan**

**Tracy Fox**

**Caine Hampshire**

**Craig McDonald**

**Lesley Rayner**

**Lucy Saunders**

**Mark Smit**

**Stuart Stanford**

**Nicholas Summit**

**Christos Theophanous**

**Ryan Wills**

**Will Wordsworth**





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