



**WESTBOURNE
COLLEGE**
SYDNEY

**2021 ANNUAL REPORT
TO NESA**

Table of Contents

Theme 1 – A message from key College bodies.....	3
From the College Board.....	3
From the Head of College	4
Theme 2 – Contextual information about the College and characteristics of the student body .	5
Theme 3 – Teacher professional learning, accreditation, and qualifications	6
Professional Learning	6
Theme 4 – Workforce composition.....	7
Theme 5 – Student attendance rates for each Year level and the whole College.....	7
Student Attendance	7
Student Non-Attendance	8
Theme 6-Enrolment Policy	13
Theme 7-Other College Policies	14
Student Welfare Policy.....	14
Student Anti-bullying Policy	14
Student Discipline Policy	20
Complaints/Grievances Policy.....	20
Theme 8-College determined Priority areas of Improvement.....	22
Theme 9-College actions to promote respect and responsibility	23
Theme 10 – Parent, student and teacher satisfaction.....	26
Student Satisfaction	27
Parent Satisfaction	27
Teacher Satisfaction	27
Theme 11 – Summary financial information.....	27
2021 Total Income.....	27
2021 Total Expenditure	27
Other Themes that do not apply as of December 2021.....	28

Theme 1 – A message from key College bodies

From the College Board

Westbourne College has one simple and singular purpose: to develop leaders of the future in STEM careers on the global stage.

We achieve this by fundamentally reframing the paradigm of what Year 11 and 12 is all about. We operate not as a school in any traditional sense, but more akin to a professional services firm, new-tech startup, or R&D department. And we live and breathe that every single day.

Our starting premise is that we treat and engage with all of our students – from day 1 in Year 11 – as young professionals; as if they were at their first day of work ... *after* university.

At a day-to-day level, from their (no uniform) business attire, to working collaboratively with their teachers on a first-name basis, to our (highly supported) expectations of them managing their own learning journey, we set the highest of standards, and with the support of our world-class teachers, support and guide them to achieve these.

More broadly, we provide a ‘mixed secondary/tertiary environment’. From attending their laboratory sessions at Sydney’s leading universities, to a 2-week immersion trip to our sister College in the UK and instructional sessions at Oxford, Cambridge and other UK G5 universities, to real-world live case studies with INSEAD professors and alumni, and 24/7 support from our teachers in Sydney and the UK, we inspire them to develop a perspective/mental model of how vast their horizons indeed are ... and how unlimited their potential indeed is.

In closing, I would like to thank most sincerely all of our students for their commitment to this shared purpose; and our parents and broader community for believing in our vision; that these ever so formative years can be so, so productive.

Westbourne’s young professionals will indeed go on to change the world; just watch!

Thank you for indulging me

Very best regards

Mark Peters,
Chairman, Westbourne College Sydney

From the Head of College

January 2021 saw the doors of Westbourne College Sydney open for the first time – a unique addition to the Sydney education landscape. Our vision to develop a College, which has a commitment to deliver the IB Diploma Programme with a distinct STEM focus and a ‘future ready’ ethos, has been realised. I am proud to be the Founding Principal of our College, a development of our UK College, and as I reflect on all that has been accomplished in just 16 months, I am gratified that many of our initial aims have been fulfilled.

This year has witnessed the establishment of significant relationships with local universities. Collaborations with UTS, UNSW, University of Notre Dame and Sydney TAFE have enabled us to deliver a unique Diploma Programme experience and to provide our students with an immersion in the university milieu which helps to de-mystify the whole tertiary sector. The long-acknowledged challenging ‘step up’ from secondary to tertiary education presents far less of a hurdle to our students.

We continue to grow and develop an excellent teaching team. All our staff are well-qualified and dedicated to providing a quality education experience for our students. The teaching team has undertaken, at least, training in their specific Diploma Programme subject and many are DP examiners. The collaboration and excellent inter-personal relationships of the whole staff base has created a small but highly effective team, all of whom contribute to the creation of a successful College ethos which is ambitious for the future.

Finally, I must commend the support of our parents and students. Consistently, reports that ‘my child has never been so happy and settled in College’ are most gratifying. I am proud of our students. They have made the transition from a secondary College environment to a context which is ambitious, challenging, and full of opportunities, with good humour, industry, and diligence.

Having made such a successful start, our strategic plan to move from a ‘start-up’ context to a settled state of excellence is underway.

Ken Underhill MA(Ed)

Founding Principal of Westbourne College Sydney

Theme 2 – Contextual information about the College and characteristics of the student body

Westbourne College Sydney's mission is to develop well-rounded, socially responsible, and globally minded, future STEM leaders - for the careers of the future.

Sister school to Westbourne College UK, Westbourne College Sydney's foundations are built upon a 126-year history of academic excellence - 1st in the UK league tables for 5 consecutive years - IB School of the Year 2019 - Top 50 global IB College 2021 - the highest grade of 'excellent' in all 5 inspection categories. These foundations form just part of a wide-ranging global support mechanism uniquely tailored to benefit Sydney's most ambitious STEM focused Year 11 and 12 students.

From orientation to the option of an exchange trip in the UK and a two-week programme at INSEAD, Paris – one of the world's leading business Schools – the development of our students' global leadership skills and international network starts from day one.

Based in the heart of the Powerhouse/TAFE/UTS/ 'Innovation and Technology' precinct and with access to an international network and support – students are immersed in an environment that allows them to understand and explore first-hand the myriad paths that lay before them – local and international; undergrad, post-grad and beyond – providing an unmatched, tangible context for their studies, university options, and career planning.

Part of Westbourne's mission is to make STEM careers more attractive and appealing to the widest possible student base. Westbourne provides a small-class, highly supportive, gender-balanced environment for students to shine and succeed. A number of cultural, gender, and socio-economic scholarships are awarded to ensure that a balanced intake reflecting Sydney's unique make-up and diversity.

The IB Diploma only curriculum offers students the international 'gold standard' in secondary education, best preparing students for university studies and for truly global careers. With 90% of Westbourne UK students gaining places at Top 20 UK universities, including Oxford, Cambridge, Imperial, LSE and UCL, the same level of expert global university guidance and support is a core part of the Westbourne College Sydney student experience.

Westbourne does not aim to be all things to all people. Westbourne students will already have made their choice to pursue global careers in STEM-related sectors. Our subjects have been selected to ensure that they achieve this goal.

Characteristics of Student Body Registered for 2022

	Female	Male	Total
Year 11	16	11	27
Year 12	14	3	17
Total	30	14	44

Theme 3 – Teacher professional learning, accreditation, and qualifications

Professional Learning

Westbourne College highly encourages its staff to undertake professional courses in areas of interest and to enhance knowledge.

Training content	Provider
IB Spanish	IBO
Business Management DP Cat 1	IBO
Mathematics Analysis and Approaches DP, Category 2 Workshop	IBO
IB Examiner Online Training	IBO
IBDP Theory of Knowledge Cat 2	IBO
Cyber Security for College decision makers	AIS NSW
Working with children	AIS NSW
Physics Education Research Journal Club	UNSW
Education Focused Academics Forum	UNSW
Quantitative Methods	USYD
Enrolled in PhD program	USYD
Child protection	EPEC education
Child Protection Awareness Training	NESA
Student mental health	NESA
Leadership stage 6	NESA
Teaching and Learning in COVID-19	NESA
Disability provisions	NESA
Microsoft Innovative Educator Expert Community Meeting	Microsoft
E2 Educator Exchange Conference	Microsoft
Gifted Awareness Forum for Educators	Gifted NSW Inc. and the Teachers' Guild of NSW
Child Protection/Code of Conduct	Internal
Use of Graphical Display Calculators for IB Mathematics	Texas Instruments
First aid update	

Teacher Accreditation and Qualification

No.	Teacher Accreditation Status	Formal qualifications	Subjects taught Areas of special responsibility
1.	Proficient	Bachelor of Science Master of Science (Honours Class 1) PhD – Physical Organic Chemistry Post-graduate Diploma in Teaching	Biology SL and HL Chemistry SL and HL TOK teacher

2.	Provisional	Bachelor of Science Master of Arts Profesorado de Matemática y Astronomía.	Spanish B and ab initio Maths SL
3.	Provisional	PhD · Physics & Engineering Graduate Diploma in Education, Mathematics and Science Bachelor of Science (Honours Class I), Physics Bachelor of Science (Advanced), Mathematics and Physics	Physics SL and HL Mathematics HL STEM Lead
4.	Proficient	Master of Media Practice Bachelor of Arts & Bachelor of Secondary Education	Mandarin B and ab initio
5.	Proficient	Bachelor of Arts Master of Education	English SL and HL Extended Essay Lead
6.	Provisional	Bachelor of Arts Diploma in Education Master of Arts Graduate Diploma in Educational Leadership	DP Coordinator
7.	Provisional	Certificate in Education Bachelor of Arts (Ed) Master of Arts (Ed)	Business Management SL and HL TOK
8.	Proficient	Bachelor of Arts Graduate Diploma of Education Master Education Administration	CAS

Theme 4 – Workforce composition

- Teaching Staff – full-time: 3
- Teaching Staff – part-time: 5

There are no Indigenous teaching staff.

- Support & Operational Staff – full-time: 0
- Support & Operational Staff – part-time: 4

There are no Indigenous Support & Operational staff.

Theme 5 – Student attendance rates for each Year level and the whole College

Student Attendance

Attendance rate

Year 11 98.70%

In 2021 we only had one year group as this was our first year.

Student Non-Attendance

We have in place an attendance policy to ensure that our attendance rate is maximized.

Attendance Policy and Procedures

Attendance

1. For the Sake of convenience, respective responsibilities may be summarized as follows:

Parents/guardians of students enrolled at the College are responsible for:

- ensuring that a student attends the College daily and on time;
- informing the college before 8:30am if their child is going to be late or absent on a particular date;
- explain any partial or whole day absences of their child from the College as soon as possible following the absence;
- taking any necessary measures to resolve attendance related issues involving their child;
- attending any scheduled meetings regarding the leave or absence of their child;
- planning family vacations to coincide with scheduled College vacations;
- informing the College when the child leaves the College, providing information about reasons for leaving the College and the next College/College the child will be attending.

Students of the College are responsible for:

- attending College daily and on time;
- attending all classes, participating fully and to the best of their ability;
- making up work missed as soon as possible after an absence and within the time designated by the College.

College staff are responsible for:

- supporting the regular attendance of students by providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community;
- recognising and rewarding improved student attendance;
- maintaining accurate records of student attendance for morning and afternoon sessions;
- implementing programs and practices to address attendance issues when they arise;
- providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance;
- ensuring that they adhere to and apply all attendance related procedures;
- ensuring that they are particularly vigilant when marking attendance and check that their records are up to date and accurate;
- ensuring that they follow up any unexplained partial or whole day absences with the student and/or parents.

The Principal is responsible for ensuring that:

- students are enrolled as per requirements;
- parents/guardians are complying with College procedures;
- staff strictly adhere to College attendance procedures;

- staff are trained and receive the necessary information and support to ensure that all attendance records are both accurate and stored in a safe and appropriate manner;
- all acceptance and or denial of leave requests are communicated;
- staff are nominated to maintain attendance registers and records of attendance and absence;
- where a student is absent for 30 days the Mandatory Reporting Guide of the Keep Them Safe website www.keepthemsafe.nsw.gov.au is consulted to determine whether a report is required.

2. The register is a legal document. Failure to comply with the following instructions, by any member of staff, could cause serious embarrassment for the College and have legal consequences.

3. The Register should be completed accurately and carefully using the following symbols:

Symbols to be used for student registration		
Symbol	Meaning	Notes
1	Pupils on the admissions register who are present at the start of each day. This symbol should be used by teachers when they take the register at the start of each lesson.	
Symbols to be used for explanation of student absence		
Symbol	Meaning	Notes
0	The student's absence is unexplained or unjustified. This symbol must be used if no explanation has been provided by parents within seven days of the occurrence of an absence or the explanation is not accepted by the principal. It is at the principal's discretion to accept or not accept the explanation provided.	To be also used if the principal does not accept that an absence (e.g. for extended leave/travel during College term) is in the student's best interests and that the reason is unjustified.
0	The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases: - a medical certificate is provided or - the absence was due to sickness and the principal accepts this explanation. Principals may request a medical certificate in addition to explanations if the explanation is doubted, or the student has a history of unsatisfactory attendance.	
0	The student's absence is due to sickness or as the result of a medical or paramedical appointment specifically for Covid testing .	

O	An explanation of the absence is provided which has been accepted by the principal. This may be due to: - misadventure or unforeseen event - participation in special events not related to the College - domestic necessity such as serious illness of an immediate family member - attendance at funerals - travel in Australia and overseas - recognised religious festivals or ceremonial occasions.	Note that this code is to be used if the reason for the absence (e.g. extended leave/travel) is accepted by the principal. The principal may consider an Application for Extended Leave/Travel from parents, and provide a Certificate for Extended Leave/Travel, if approved.
S	The student was suspended from College	
M	The student was exempted from attending College and a Certificate of Exemption has been issued by a delegated officer.	
F	The student is participating in a flexible timetable and not present because they are not required to be at College.	The code should be used in independent Colleges for students attending external tutorial centres and other programs that are College authorised.
B	The student is absent from the College on official College business. This symbol is recorded where the principal approves the student leaving the College site to undertake, for example: - work experience - College sport (representative events) - College excursions - student exchange	The 'B' code is used for sport when the student has been selected to represent the College at an event. If the student is participating at an elite level (state or national squads), consideration may be given to an Exemption from Attendance (Elite Sports/Arts).

Administrative Procedures

1. Registers should be taken at the beginning of the morning by the year tutor at 8.20am and 1.30pm. Records must be accurate and up to date.
2. Totals should be calculated each day, week and at the end of term by the Year Tutor. Any patterns of non-attendance should be brought to the attention of the IBDP Coordinator and/or Principal.
3. The attendance data will be reported to parents at the end of each term and a cumulative total at the end of an academic year.

4. The Principal with the IBDP Coordinator will be responsible for the on-going monitoring and analysis of attendance data.

Absences

1. If a student is marked absent at the beginning of the morning, the year tutor will confirm the absence and the reason with the parents. The year tutor will communicate absences to staff when the information has been gathered.

2. In the case of a planned absence, that is where we have been previously advised as to a reason for absence, the Register may be filled in appropriately in the Year Tutor's session.

3. When absence is unplanned, parents are requested to advise us by telephone when a student is ill.

4. Should an explanation not be received, the year tutor will pursue the matter to a satisfactory conclusion or reference to the IB Coordinator/Principal if necessary .

5. If a student is absent from a class and the teacher has not be informed, the teacher should refer the matter to the year tutor who is responsible for following up the absence from the lesson. If this becomes a regular issue the matter should be raised with the parents. If this procedure fails to deal with persistent absence, then the matter should be reported to the Principal.

6. Students who arrive after 8.30am are noted as partial absence and their lateness will be noted and followed up by the year tutor;

7. The register of daily attendances must be retained for a period of seven (7) years after the last entry was made.

1. Early Departure Procedure:

- Where a request has been made for a student to leave College, they must ensure that this is communicated and permission granted by the IB Coordinator or the Principal.

2. Unexplained Absences:

- Absences that are not explained after three days are required to be followed up by the year tutor. The tutor has the option of calling a parent and requesting written notification and/or medical certification be sent in, or generating a letter listing the days absent for parents to provide a reason and return.
- If the absence remains unexplained after 7 days it will be recorded as a 'declared absence'. Declared absence reports are then provided to the Principal so that follow up action can be taken.

3. Strategies to Improve Attendance:

- A strategy that can be effective in restoring the unsatisfactory attendance of a student is putting the student on an Attendance Agreement whereby undertakings are made by the student, the parent/s (where applicable) and the College that intend on restoring the student's attendance to a satisfactory level over a 20 consecutive College day period.
- If strategies such as the Attendance Agreement are not successful in restoring the attendance of the student then further action may be pursued by the Principal.

4. Strategies to Promote 100% Attendance

- We promote 100% attendance by planning and providing engaging lessons / learning experiences which have a clear focus that meet students' needs and therefore enable every student to succeed.
- Further, monitoring of every student's attendance and effective communication with parents supports improvement in achievement levels.
- Staff encourage attendance by consistently applying the following strategies:
 - i. promote the importance of attendance to parents;
 - ii. make teachers known to parents so that communication about attendance is ongoing;
 - iii. encourage involvement in College events;
 - iv. require staff to monitor and identify the early warning signs of irregular College attendance, such as: missing lessons during a College day; arriving late for College; leaving College early; many days absent, either unexplained or citing 'family reasons'.

5. Other factors which develop a positive attitude towards College attendance include:

- the development of excellent relationships between staff and students, which makes their time in College valuable in more than simply educational terms;
- the creation of a team ethic within the student body where excellent relationships provide a positive stimulus to encourage students to attend;
- the zero-tolerance approach to any forms of bullying or inappropriate behaviour. The principle is that issues are dealt with at the root rather than letting barriers develop between staff and students.

The College is committed to developing positive strategies and intervention strategies in order to maintain an excellent standard of attendance.

6. Where there is a concern for student welfare manifested by persistent absence, recourse to internal counselling may be appropriate. The IBDP Coordinator or the Principal will conduct individual discussions with the student in order to offer support. This provides the opportunity for students to have someone to talk to when they have issues or concerns. This procedure lies outside any corrective actions which may be necessary as above and provides a safe environment for students to discuss their concerns in a supportive and non-judgemental environment.

Scheduled Absences/Leave Procedure

1. Parents/guardians and students are supplied with the College term dates at the start of each academic year. At this point they are advised to only schedule holidays during the official College holiday periods.
2. Parents or students are required to complete an Application for Extended Leave and it is at the Principal's discretion to accept the reason provided by the parent or student relating to their travel requests. It is good practice to request travel documentation from the parent or applicant for periods of travel over 5 days, this may include a travel itinerary or e-ticket.
3. There is no minimum or maximum period of time that a parent may request leave provisions for the student. However, if the leave request exceeds 30 College days, the

- leave is denied. If the principal accepts the reason and wishes to grant a period of leave to the student then they are required to complete a Certificate of Extended Leave.
4. The Principal may delegate the responsibility of preparation of leave approval forms but retains the right of approval.

Theme 6-Enrolment Policy

1. We acknowledge the need for consistent policy and procedures to ensure that, at enrolment, all student details are recorded appropriately, and attendance is taken daily and monitored at regular times to ensure effective record keeping and clear monitoring procedures.

2. The Principal, with the assistance of the College Admissions Manager and/or Administrative Assistant, will ensure that all students enrolled in the College are entered on the electronic College Register of Students. The register will be completed and retained on an Excel spreadsheet/Google sheet file and will include the following fields of data:

- name, age and address of each student;
- the name and contact telephone number of parent(s)/guardian(s);
- date of enrolment and, where appropriate, the date of leaving the College and the student's destination;
- the previous College and any qualifications;
- any medical conditions and relevant medication if appropriate;
- any impediments to the student's learning process;
- where the destination of a student below seventeen years of age is unknown, evidence that the Department of Education has been notified of:
 - o the student's full name;
 - o date of birth;
 - o last known address;
 - o last date of attendance;
 - o parents' names and contact details;
 - o an indication of a possible destination;
 - o any other information that may assist officers to locate the student; and
 - o any known work health and safety risks associated with contacting the parents or student.

3. The register of enrolments must be retained for a minimum period of five years before archiving.

ENROLMENT PROCEDURES

1. Before applying for enrolment parent/carer(s) should read the following documents:
- a. the Prospectus
 - b. the College website
 - c. the Enrolment Policy
 - d. the current Fees schedule, and

- e. the Terms and Conditions of Enrolment
2. All applications for Enrolment must be
- a. on the College's official application form
 - b. signed by the parent/carer(s)
3. When an Application is received, the Admissions Manager will commence the College's consideration for enrolment procedure using our entrance criteria. At this stage a decision will be made either:
- a. to reject the initial application because the student does not meet the entrance criteria; or,
 - b. to invite the parents to submit documents in support of the student's application; usually the student's College reports for the previous two years and NAPLAN results, if relevant.
4. The student will be invited to complete College based assessments in:
- a. Written maths and English assessments;
 - b. CEM objective testing administered by the University of Durham;
 - c. An interview with the College Principal.
5. On making a formal offer of enrolment, the parent/carer(s) must sign an acceptance of the offer and pay a non-refundable enrolment fee of one term's fees in order to confirm their acceptance.
6. If the College enrolment is complete for the year, we will advise the parent/carer(s) that the student's name will be placed on a waiting list and an offer made if a place becomes available.
7. It is the responsibility of the parent/carer to inform the College of any change of address or contact details after an offer of enrolment is made.
8. Any questions concerning enrolment should be referred to the Admissions manager or the Principal.

Theme 7-Other College Policies

As appropriate, the complaints/grievance policy appear on the website and the rest of the policies are on the College Google Folder.

Student Welfare Policy

The College has a range of student and welfare policies to ensure safety, care and welfare of the students. These include the Child Protection Policy, Anti-Bullying Policy, code of conduct and the work health & safety statement. Westbourne is fully committed in ensuring an environment in which all can live, work, and learn together in peace and harmony.

Student Anti-bullying Policy

1. We believe that our pupils have the right to learn in a supportive, caring, and safe environment without the fear of being bullied. We are proud of and wish to maintain the family-like atmosphere we enjoy at Westbourne College; therefore, we believe that bullying is unacceptable and will not be tolerated.

2. Bullying affects everyone, not just the bullies and the victims. It also affects those other children who observe, and less aggressive pupils can be drawn in by group/peer pressure. Bullying is not an inevitable part of College life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed will a student best be able to benefit from the opportunities available at Westbourne.

3. We have a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.

4. The aims of this policy are:

- a) to demonstrate that we take bullying seriously and that it will not be tolerated;
- b) to take proactive measures to prevent all forms of bullying;
- c) to support everyone in the actions to identify and protect those who might be bullied;
- d) to demonstrate that the safety and happiness of our students is enhanced by dealing positively with bullying;
- e) to promote an environment where it is not seen as an offence to tell someone about bullying; and;
- f) to promote positive attitudes in our students.

5. Bullying is defined as:

- a) deliberately hurtful behaviour, whether physical or psychological;
- b) repeated over a period of time;
- c) where it is difficult for those being bullied to defend themselves;
- d) involving deliberate aggression or intimidation;
- e) having an unequal power relationship;
- f) resulting in pain and distress;
- g) being persistent.

6. Bullying can occur through several types of anti-social behaviour. It can be at least:

- a) PHYSICAL - A student can be physically punched, kicked, hit, spat at, etc.
- b) VERBAL - Verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc., and/or including comments of a homophobic nature.
- c) SOCIAL OR PSYCHOLOGICAL - A student can be bullied simply by being excluded from discussions/activities with those they believe to be their friends.
- d) DAMAGE TO PROPERTY OR THEFT - Students may have their property damaged or stolen. The bully may use physical threats in order that the student hands over property to them.

e) CYBER (ELECTRONIC BULLYING) - Students may be subject to threats and intimidation by means of text messages, voice mails and internet chat rooms or email. The difficulty with this type of bullying is that the bully works under a greater cloak of secrecy from adult gaze and supervision.

7. There are often signs in students who are being bullied including:

- a) sudden changes in behaviour; for example, becoming shy and nervous;
- b) the feigning of illness;
- c) the taking of unusual absences;
- d) clinging to adults and/or the unusual need for affirmation;
- e) changes in work patterns and the quality of work;
- f) lack of concentration;
- g) truancy.

8. Behaviours which are sometimes called bullying but that do not constitute bullying; these include:

- a) Mutual arguments and disagreements (where there is no power imbalance);
- b) Not liking someone or a single act of social rejection;
- c) One-off acts of meanness or spite;
- d) Isolated incidents of aggression, intimidation or violence.

9. All staff should be aware of these possibilities and report promptly any suspicions or concerns to the year tutor, the IB Coordinator or to the Principal depending on the seriousness of the concern.

10. If a serious criminal offence has been identified, this must be reported to the Principal who will report this to the police. Teachers are to contact the Principal immediately when conduct such as the following are brought to their attention: stalking, destruction of property, threats to inflict serious injury and/or kill, physical and sexual assault, offensive behaviour, discrimination, cyber stalking, defamation, breach of privacy, hacking, sexting and creating or possessing and/or disseminating child pornography.

11. Teachers must be aware that in many instances, cyber-bullying can constitute criminal conduct, especially when the behaviour is seriously threatening, harassing or intimidating. Cyber bullying and highly inappropriate use of technology could include: child pornography, fraud, impersonation, sexting or sending words or images that cause offence, distress, menace or threaten.

12. The Principal will notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct. The Principal will notify NSW Community Services when an incident involving manufacturing, possessing or distribution of child pornography has occurred.

13. When teachers witness a bullying incident or have an incident reported to them, if it is a first offence the incident will be treated in a serious manner and the following procedures will be undertaken to address the situation immediately and decisively.

- a) Ensure it is a bullying issue by asking if the incident witnessed has been ongoing.
- b) If it is not bullying, educate the student who claims that bullying has taken place. A brief record should be kept in case of future claims.

14. If the incident was bullying it is the responsibility of the teacher to;

- a) Investigate the facts;
- b) Interview the students involved individually;
- c) Record in detail and verbatim as far as possible;
- d) Arrange a date to meet separately with the students involved;
- e) At the follow up meeting, if you are satisfied that the students involved are reconciled then praise their settlement;
- f) Keep a record of the follow up meeting;
- g) Inform the year tutor of the outcome of the follow up meeting

15. If the incident is based on a repeat bullying offence, teachers will refer the matter immediately to the year tutor/IB Coordinator.

16. The Role of the Year Tutor is to:

- a) Keep records and gather any other information so that repeat offenders can be readily identified;
- b) Identify, in liaison with teachers reporting incidents, appropriate courses of action in the context of the seriousness of the issue and previous reported incidents;

17. In the case of repeat incidents:

- a) Interview students involved individually;
- b) Inform parents of students involved;
- c) Interview parents to:
 - i. discuss the incident and courses of action needed;
 - ii. implement the courses of action discussed;
 - iii. inform parents that the enrolment of the bully will be reviewed;
 - iv. monitor regularly both the bully and the target;
 - v. keep a detailed record of the interview.

18. If the matter is resolved, praise the students for addressing the situation and advise parents of the positive results. If the matter remains unresolved, refer the evidence to the Principal.

19. The Principal will study the evidence and take appropriate action including suspension and exclusion depending on the incidents being considered.

20. If a student is being bullied, they should be advised to take the following steps:

- a) They should be reminded that silence is the bully's greatest weapon!
- b) They should tell themselves that they do not deserve to be bullied, and that it is **WRONG!**
- c) They should be proud of who they are and that it is good to be an individual.
- d) They should try not to show that they are upset. This is hard to do in the situation but bully thrives on someone's fear.
- e) They should stay with a group of friends/people; there is safety in numbers.
- f) Retaliation may make things worse. If a student decide to fight back, then they should talk to a teacher or parent/guardian first.
- g) They should be assured that it is best to tell an adult that they trust straight away; they will receive immediate support.

21. Advice given to parents in a suspected case of bullying. Parents should:

- a) look for unusual behaviour in your children. For example, they may suddenly not wish to attend College, feel ill regularly, or not complete work to their normal standard.
- b) always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- c) inform the College **IMMEDIATELY** if you feel your child may be a victim of bullying behaviour. Your complaint will be taken seriously and appropriate action will follow.
- d) advise your child not to fight back. It can make matters worse!
- e) tell your son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) make sure your child is fully aware of the College policy concerning bullying, and that they will not be afraid to ask for help.

22. To help minimise the incidence of bullying, the College:

- a) organises the community in order to minimise opportunities for bullying, e.g.
- b) provides increased supervision at problem times;
- c) ensure teachers arrive at their class on time;
- d) ensures that teachers do not leave a class unsupervised during a lesson;
- e) uses any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other;
- f) deals quickly, firmly and fairly with any complaints, involving parents where necessary;
- g) puts in place and implements a firm but fair discipline structure;

- h) ensures teachers do not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, gender, etc;
- i) encourages students to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is;
- j) encourages students to treat everyone with respect;
- k) reviews the College policy and its degree of success on a regular basis.

23. We will treat bullying in whatever form it takes as a serious offence and take every possible action to eradicate it from the College.

24. Actions to be taken when bullying is suspected.

a) If bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher involved. (If a racial or homophobic element is suspected then the Principal must be informed immediately).

b) The teacher will record the details of the incident and inform the year tutor in the first instance.

c) The year tutor will interview the suspected victim, the suspected bully and any witnesses. This may or may not include interviewing the students with their parents, depending on the seriousness of the issue.

d) The year tutor in consultation with the Principal will determine the appropriate strategy and plan of action to combat the bullying.

e) At this stage, help, support and counselling will be given as is appropriate to both the victims and the bullies. We support the victims in the following ways:

- i. by offering them an immediate opportunity to discuss their experience with a teacher of their choice;
- ii. by informing the victims' parents/guardians;
- iii. by offering continuing support to victims when they feel they need it;
- iv. by taking one or more of the seven disciplinary steps described below to prevent more bullying.

f) We also discipline, yet try to restore, the bullies in the following ways:

- i. by talking about what happened to discover why they became involved;
- ii. informing the bully's parents/guardians;
- iii. by continuing to work with the bully in order to get rid of prejudiced attitudes as far as possible;
- iv. by taking one or more of the disciplinary steps described below to prevent more bullying.

25. Disciplinary steps - These steps will be applied as appropriate by the IB Coordinator or the Principal and wisdom will be used in applying these steps to individual cases:

- i. Students will be warned officially to stop offending.

- ii. The student's parents/guardians will be informed officially that steps are being taken.
 - iii. Students may be excluded from break and/or lunch times and, if necessary, supervised.
 - iv. Students may be escorted to and from the College premises.
 - v. If the matter persists students will be suspended from College for a minor fixed period (one or two days).
 - vi. If students continue after step 5 they will be recommended for suspension from College for a major fixed period (up to five days) or for an indefinite period.
 - vii. If step 6 is unsuccessful and the bullying persists, students will be recommended for permanent exclusion (expulsion) from College.
26. The anti-bullying policy will be distributed to all parents and students as part of the College Induction Handbook; a copy will be placed on the College Intranet and it will be available from the College Office and/or Principal by request.
27. As appropriate, the Principal will contact the Local Area Command to ascertain the names of the SLP, YLO and any other support groups that are known to them.

Student Discipline Policy

Students should respect the College rules at all times; and appropriate sanctions will be implemented if they are not.

This should be the case in both at home and during normal College hours. This includes any student disrespecting the College, bringing the College (and/or its name) into disrepute or taking part in any activity that warrants complaint of any kind on the College and/or its reputation. In addition, the College respects the right of students to freedom of speech, but stresses that extreme views that cause offence to other students and/or staff will not be tolerated. Serious breaches in any of these can result in severe sanctions – possibly permanent exclusion.

Complaints/Grievances Policy

Purpose and scope

Westbourne College Sydney takes seriously its responsibility to manage any complaints or concerns made in relation to the education provided by the College or against any members of staff, including non-teaching staff.

Complaints and allegations of staff misconduct, which might constitute reportable behaviour, are managed by the College according to a policy entitled: Managing Allegations of Staff Misconduct and Reportable Conduct. This is because the College has legal obligations to report certain staff conduct to external authorities. If a complainant is uncertain about what might or might come under this title, the complainant is not expected to make this decision; the Principal will determine the appropriate avenue of response upon investigating the matter.

Complaints

A complaint or concern is an expression of dissatisfaction made to the College about an educational and/or operational matter relating to the education provided by the College or the behaviour or decisions of a staff member, contractor or volunteer, including misconduct. Any concern about a child's wellbeing may be reported under this policy.

We will seek to resolve complaints informally wherever possible, seeking to deal with matters when they are small in an attempt to avoid escalation. However, we acknowledge that this process is not always successful and, in some cases, a person may wish to make a formal complaint.

The process for making a complaint, either formal or informal, is outlined below.

Procedure for the Raising of a Complaint/Concern

Informal Stage

1. At the first informal complaint stage, the matter is best raised directly with the person involved. However, if the complainant does not feel comfortable raising the matter with the individual teacher, or the matter is one where it may not be appropriate to do so, an informal complaint or concern may be made either verbally or in writing to the IB Coordinator or the Principal.
2. Any complaint about the conduct of a staff member should be raised directly with the Principal.

Formal Stage

1. Should the matter not be resolved through the informal process, the complainant may raise the matter formally with the College. A formal complaint should be made in writing, using the complaints form, directly to the Principal, via email: principal@westbournecollege.com.au.
2. Where a person wishes to make a formal complaint concerning the Principal the complaint should be made in writing to the College's Managing Director: Geoff Peck, via email: geoffpeck@westbourneCollege.com.
3. In these procedures, any reference to Principal should be replaced by Managing Director where the subject of the complaint is the Principal.

Initial Process for Managing a Formal Complaint

1. In the case of a formal complaint, the Principal will acknowledge receipt of the formal complaint, in writing, as soon as practicable and advise an approximate time frame to investigate the matter.
2. The Principal will listen carefully to the complainant's concerns/complaint and seek to determine their desired outcomes.
3. In the process of understanding and investigating the matter, further information may be gained from the complainant and/or third parties, if required.
4. Appropriate records will be kept and stored with appropriate compliance with the need for confidentiality.
5. The intention will be to keep all informed as far as is appropriate with the progress through these procedures, acknowledging that information should be available only on a 'need to know' basis.
6. The Principal will make a decision about how the complaint will be resolved, and will advise the complainant in writing, and any other relevant parties as appropriate, of the resolution decision and if appropriate, any proposed action to be taken.

Outcomes

1. The outcome of any complaint/concern inevitably will vary depending on the matter(s) being addressed. However, we determine all cases using the principle of fairness to achieve a demonstrably just and appropriate outcome in all cases.
2. All concerns/complaints and the respective outcomes will be registered in the Complaints Register not only to record any matters but also to use the record as an opportunity for reflective learning, which may result in changes to procedures, behaviour etc as appropriate.
3. Outcomes from a formal process may include but are not limited to:
 - a. The complainant understanding the situation and the matter being resolved.
 - b. The complainant receiving a written response as soon as practical.
 - c. A disciplinary action may be instigated where a College policy or Code of Conduct has been breached.
 - d. If appropriate, the College, through its Principal, will act in a mediatorial role in an attempt to resolve a matter though we acknowledge that we are not able to enforce an outcome.
4. If the matter remains unresolved, the complainant will be invited to raise the matter with the College chairman. Contact details will be provided upon request.

Confidentiality

1. The principle of confidentiality will apply with respect both to information related to the person making the complaint and, if relevant, to any against whom the complaint is made. Personally identifiable information about a complainant will only be made available for the purpose of addressing the complainant and will be actively protected from disclosure.

Contact

Any questions about this procedure should be addressed to the College Principal.

Theme 8-College determined Priority areas of Improvement

As a College fully committed in ensuring the best education for its students, we have implemented the following measures:

- **Curriculum in progress reviews:** We are doing continuous revisions of outcomes and teaching methods with each of our teachers. For this purpose, we leverage our international presence taking the best practices from our College in UK and creating a groupwork with peer teachers from both locations. In this way, we ensure that our students have the most up to date and best teaching methods.
- **Partnership with UTS, UNSW:** We have strengthened our relations with universities, getting their labs facilities for our science courses. These labs give the opportunity to students to have top notch tools to effectively follow their subjects.
- **Friday@UTS teaching:** All classes on every Friday for the year are being run out of UTS. These experiences provide a stronger bridge to university life.
- **New Classrooms:** Creation of two additional classrooms with flexible seating and desk spaces.
- **Technology:** New AV aids in all classrooms.
- **Air conditioning:** Upgrades of our air-conditioning to ensure maximum available fresh air and higher capacity airflow

- **New kitchen facilities:** Coffee machines, additional fridge and vending machine that provide quality healthy snacks and drinks

All of this was achieved while still allowing our students to have an individual space from which to work in addition to the classrooms.

Theme 9-College actions to promote respect and responsibility

The IB Diploma Programme is designed to inculcate ‘soft skills’ in all our students. These have been identified as ten ‘learner profile’ characteristics of students which will prepare our students to be the leaders of the future.

The International Baccalaureate learner profile specifies a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the College community learn to respect themselves, others and the world around them.

Therefore, the Diploma Programme aims explicitly to develop students who evidence the following characteristics:

Inquirers. Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

University faculties regularly note IB students’ passion for discovery.

Knowledgeable. Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”

Communicators. Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

Open-minded. Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. Students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

Each Semester, students lead at least one whole-College activity, according to their interest, conviction, initiative and leadership in the areas of Creativity, Activity and Service (CAS). As an on-going commitment, students are required to be involved in CAS activities on a regular basis through each term of the two-year course.

A select list of examples of recent activities is below. All activities are initiated, developed and followed up by students either as individuals or small groups.

- The creation of Mental Hope Artwork and Quotes to support the work of Beyond Blue
- Park and Bushwalk Clean-ups including Sea to Source Ocean Clean-up
- Volunteering at Safe Haven, a Cat re-homing Centre
- Volunteering at the Coal Loader Centre for Sustainability and working in the Community Garden
- Boxing Fruit and Vegetables (29 shifts) sourced directly from Farmers (paid by donated \$800 to World Vision.
- Science Without Borders Challenge raising awareness of Climate Change
- Developing a Trauma-informed Yoga programme

- Interviews with 10 Australian CEO's as part of a Sustainability in Business programme
- Support of Drop, Swap and Save, a no-money clothing exchange
- World's Greatest Shave raising money for the Leukemia Foundation
- Working and Training with St John's Cadets
- SAFE Animal Shelter Volunteering
- Wildlife Rescue
- Zooniverse Penguin Watch Project and online programme for tracking animals in the wild
- Wayside Chapel Fundraising
- Cook4Good Programme, part of the Kids Giving Back programme
- Mothers' Day Fun Run, Breast Cancer Fundraising
- Librivox, making audio books for readers
- Lifeline Manly
- Producing a Freud and Friends Podcast
- Our Big Kitchen, cooking and baking
- Reading with Primary College Children St Vincent de Paul
- Blue Dragon, creation of a digital picture book to highlight the problems of child trafficking, homelessness and kidnapping in Vietnam
- Mama Lana's Community Foundation
- A whole College recycling initiative;
- The creation, management and development of a competitive chess club;
- The development of a netball team;
- The creation of a CAS support webpage

In completing all their activities students also have to reflect extensively on their experiences, referring directly to seven CAS Learning Outcomes. These activities have had a significant positive impact on students in terms of leadership, independent action, planning and evaluation and social responsibility to each other and the local, national and international communities.

The Seven CAS outcomes

1. Strength & growth

Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

2. Challenge & skills

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

3. Initiative & planning

Students articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

4. Working collaboratively with others

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

5. Showing perseverance and commitment

Students demonstrate regular involvement and active engagement in CAS activities, and accept a share of the responsibility for dealing with problems that arise in the course of activities.

6. Global engagement

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. (for example, environmental concerns, caring for the elderly).

7. Recognise and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities).

Theme 10 – Parent, student and teacher satisfaction

There is no doubt that 2021 was a challenging year for Sydney educators; the pandemic and resulting lock downs posed a once in a generation challenge, primarily the need to swiftly pivot the educational delivery mechanism to a fully online model.

Sister College, Westbourne UK faced this challenge a full year earlier, its robust and proven approach - which saw the College nominated for national technology awards – enabled Westbourne College Sydney to leverage the experience, insights, and technology for a turnkey, best in class, online learning experience. When polled on 9th August 2021 about the learning preferences , 50% of students reported they preferred online learning, and 42% reported a preference for a hybrid model.

Based on the success of the online provision, our ethos of empowering students to be ‘future ready’ and the growth of the blended workplace, in T3 we entered consultation with the College community to evolve to a blended delivery model. Clear structured communication, including 1-2-1 meeting invites with the Principal, did not however prevent a small, yet influential part of the parent body taking exception to the initiative. Whilst reassurances were provided that no move would be taken without thorough further testing, evaluation and feedback, 6 students transferred to alternative Colleges at the end of T4.

T1 2022 has seen necessity – covid home isolation, train strikes and flash flooding – drive the need for the continuation of an online option, WCS’s ability to pivot swiftly back to online when required has been both welcomed and celebrated by students and parents. As we continue through 2022, satisfaction amongst parents and students has fully recovered, evidenced by two buoyant taster day events and several unsolicited testimonials.

Student Satisfaction

- “I have learnt more in two weeks at Westbourne College, than in four years at my previous school”
- “Westbourne College Sydney has helped me grow as a person, becoming more confident within myself as a student and an individual.”
- “I love the level of education at Westbourne, it's so much easier to be successful here.”

Parent Satisfaction

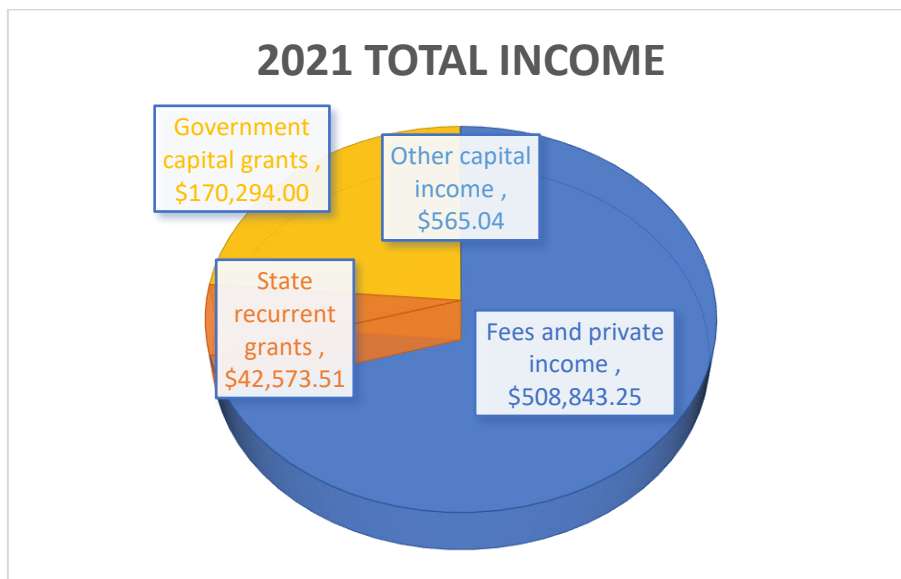
- “I have never seen my daughter as happy and settled as she is now. We made the right decision sending her to Westbourne, it was the right decision.”
- “My son is loving the way he is being treated in a more mature way. The liaison with the local universities is great and my son is already settled about going to University.”

Teacher Satisfaction

- “I am very happy working at WCS. I enjoy working with some of my colleagues that have the same goals and aspirations for our students and the College.”
- “I feel that I am a valued member of the college whose commitment to my students is recognised and appreciated.”

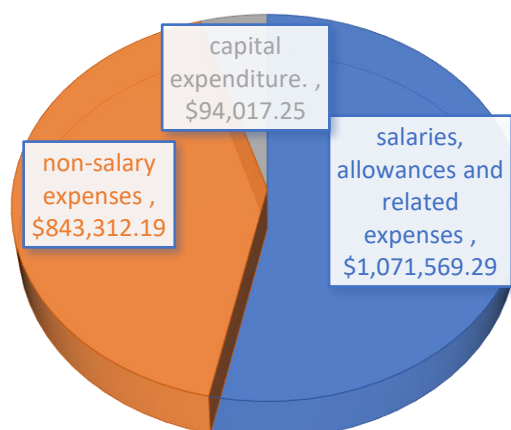
Theme 11 – Summary financial information

2021 Total Income



2021 Total Expenditure

2021 TOTAL EXPENDITURE



Other Themes that do not apply as of December 2021

As at 31 December 2021, Westbourne College Sydney has only Year 11 Students. A number of requirements for our Annual Report will only occur in relation to the year ended 2022 and beyond. These themes are:

- Education/Qualification Outcomes such as IB Diploma results
- Senior secondary outcomes
- Post College destinations

In addition, as we only offer Year 11 and Year 12, our students do not sit the standardised national literacy and numeracy testing (NAPLAN) while at our College.

Suite 11, Level 7/579 Harris St.
Ultimo NSW 2007, Australia
+61 2 8088 0719

westbournecollege.com.au
#BeFutureReady

