



**WESTBOURNE
COLLEGE**
SYDNEY

2022 NESA REPORT

This report can be found on our [college website](https://www.westbournecollege.com.au/annual-reports)

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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. 2023 will see the opening of another Westbourne campus in Singapore, where our team will offer specialist expertise in Business and Entrepreneurship. We are excited to be able to access this expertise as part of our global collaboration.

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

2022 was an exciting year, coming out of Covid lockdowns and the world opening up to our students. This year saw our students able to connect with our UK counterparts, realising the in-person connections across the world at last which is key to what Westbourne International is about. Three students were accepted into and attended the INSEAD Summer School in France and both Year 11 and 12 cohorts visited the UK, spending time with their peers at our sister school in Penarth, Wales, exploring London, and visiting a range of UK universities, including University College London, Oxford University and Cambridge University.

At the end of 2022 we were excited to see our first cohort of students from Westbourne College Sydney complete their IB Diplomas. 2022 was a time of inaugural events, including IB examinations, graduations and formals. This its first graduating class were trailblazers in many ways, and they shot to the stars with their exceptional IB results, placing Westbourne College in the upper echelons of Sydney's best academic schools. We are exceptionally proud of the cohort's median score of 38 points (96 ATAR) in the IB Diploma, and that 25% of our students achieved 44 points or more (giving them an ATAR of 99.7 or above). We are particularly excited by the news that all our Year 12 students got their first choice of university and have settled into their future studies both within Australia and across the world. Our Year 11 students are now following closely in their footsteps.

The end of 2022 saw our founding principal Ken Underhill retire from the day to day running of the College, but he will continue to be closely involved with Westbourne College Sydney as a member of our Board. We are grateful to Ken for establishing this college on a such a firm footing, paving the way for our future staff and students, with strong connections in the local university communities and a warm and inclusive yet academic school environment.

I am excited to be taking the reins from Ken in 2023 and I am looking forward to enhancing the education of our students in both STEM areas and beyond. I appreciate the warm welcome I have received by our staff, students and families and I am excited to see this college grow and enrich the learning of these future leaders in STEM.

Dr Kristie Spence

BSc (Hons) (Rhodes University, South Africa), DPhil in Physics (Oxford University, United Kingdom), Grad Dip Ed (Macquarie University, Australia)

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 students, ready with the skills and knowledge to smoothly transition into their university courses and ultimately become future STEM leaders.

From orientation to the option of an exchange trip in the UK and programmes with INSEAD Business School faculty, 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 College provides a highly supportive, gender-balanced environment for students to shine and succeed. Our classes are small and our teachers are not only expert teachers in their field but also expert learners in their fields too. A number of cultural, gender, and socio-economic scholarships are awarded to ensure 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. Globally, Westbourne graduates are consistently ranking within the top 1% worldwide, 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. Having launched in 2021, Westbourne College Sydney ranked 1st in Australia for the highest proportion of students achieving 44+ Points with its inaugural class of 2022.

Westbourne does not aim to be all things to all people. Many Westbourne students will already have made their choice to pursue global careers in STEM-related sectors, while some students are yet to decide, but the skills gained through a STEM-focused IB education provides an excellent foundation, no matter their career choice. 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

Characteristics of Student Body Registered for 2023

	Female	Male	Total
Year 11	12	7	19
Year 12	13	11	24
Total	25	18	44

Theme 3 – Student outcomes in standardised national literacy and numeracy testing

Not applicable as only Year 11 and 12 attend the College.

Theme 4 - Senior Secondary outcomes

Westbourne College only offers the IB programme, thus we have no HSC results to report.

2022 saw the completion of our first year 12 cohort. All 17 of these students completed the requirements and were awarded their IB Diploma.

2022 was also the first year for the new conversion by UAC of IB results to an IB Admissions Score (IBAS) to generate an ATAR-like scaling rank. Four of our students achieved the exceptional IB score of 44, IBAS scores between 44.25 and 44.75, resulting ATARs of 99.7 and above.

	IB	ATAR
Mean	37	93

ATAR Overview

24% of our students achieved an ATAR above 99

53% with an ATAR above 95

71% with an ATAR above 90

Theme 5: 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. As part of the IB and due to NESA requirements for accreditation, staff complete a diverse and relevant range of professional development. The following table lists the details of professional development undertaken by our staff and the range of providers used for professional development in 2022.

Training content	Provider
Identifying and Responding to Children and Young People at Risk DP Creativity, activity, service Cat 1 2022 Child Protection Refresher NSW - Online Responding to Reportable Allegations Reportable conduct	AIS NSW IBO EPEC AIS NSW Office of the Children's Guardian
IB Heads meeting Identifying and Responding to Children and Young People at Risk IB Global Conference Introduction to the Child Safe Standards Business management (Cat.2) Workshop First Aid Global strategic conference Connecting the Dots: Why Marketing Matters	IBO AIS NSW IBO Office of the Children's Guardian IBO All Aid First Aid Westbourne International The Big Ideas Store (Powered by 9)
Professionals' Breakfast Briefing Webinar	AIS NSW

Teacher Accreditation and Qualification

No.	Teacher Accreditation Status	Formal qualifications	Subjects taught/ Areas of special responsibility
1.	Provisional	Bachelor of Science - Mathematics Graduate Diploma in Education Master of Arts Profesorado de Matemática y Astronomía	Spanish and Maths SL (Yrs. 11 and 12) CAS Coordinator
2.	Proficient	Bachelor of Arts Diploma in Education	English SL and HL (Yrs. 11 and 12) Extended Essay Coordinator TOK
3.	Proficient	Master of Media Practice Bachelor of Arts - Advanced Chinese Studies Bachelor of Secondary Education	Mandarin B and ab initio (Yrs. 11 and 12)
4.	Proficient	Bachelor of Commerce Master of secondary teaching IB Grad Certificate in teaching and learning	Business Management SL and HL (Year 11 and 12)
5.	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 (Years 11 and 12) TOK teacher
6.	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	Maths HL (Years 11 and 12) DP Coordinator
7.	Proficient	Bachelor of Science (Honours) - Chemistry and Physics Graduate Diploma in Education PhD - Physics (Atomic and Laser Physics)	Physics SL and HL Year 11 and 12 Principal

Theme 6: Workforce composition

School staff 2022	
Teaching staff	7
Full-time equivalent teaching staff	5.6
Non-teaching staff	3
Full-time non-teaching staff	1.6

We are particularly proud of our diverse staff representing a wide range of ethnicities, countries, and languages. We do not have any Aboriginal and/or Torres Strait islander staff.

Theme 7: Student attendance, and retention rates and post-school destinations in secondary schools

In 2022 we had one year group for both Year 11 and Year 12 during our second year of operation. We have in place an attendance policy to ensure that our attendance rate is maximised and monitored for the safety of our students. This policy can be viewed here.

Attendance Policy and Procedures (<https://www.westbournecollege.com.au/policies>)

2022 Year Level	Attendance Rate%	Retention Rate%
Year 12 (Diploma Programme 2)	84%	100%
Year 11 (Diploma Programme 1)	90%	86%

Post-school destinations

2022 Year Level	Domestic	Overseas
Year 12 (Diploma Programme 2)	Entry in 2023 Australian National University (ANU) Bond University Charles Sturt University University of Newcastle University of Sydney (USYD) University of Technology Sydney (UTS)	Entry in 2023 Nanyang Technological University Singapore University College London (UCL)
Year 11 (Diploma Programme 1)	Entry in 2022 Kambala School Reddam House Redlands School St Andrew's Cathedral School	

Theme 8: Enrolment policies

See our [website](https://www.westbournecollege.com.au/policies) (<https://www.westbournecollege.com.au/policies>) for our enrolment policy and the relevant policies that may impact enrolment (namely our Student Behaviour Policy).

Theme 9: Other school policies

At the end of 2022, Principal Ken Underhill undertook a full review of the college policies to ensure we had all the required policies and that they were up to date. Our child protection, anti-bullying and student behaviour policies can be found on our [website](#). We reviewed and introduced the following policies in 2022:

Policy	Changes	Access to full text
Student Welfare Policy In this policy we outline the responsibilities of our various staff bodies to maintain safety on our site and of our students and staff. This includes how we manage our risk assessments for incursions and excursions.	In 2022 this policy was reviewed but no changes were made at this time.	The full text of the school's student welfare policy (called the Student safety and Security Policy) can be accessed by request from the principal.
Anti-bullying policy In this policy we outline how to identify bullying, how to identify the hidden reaction a child may have to bullying and we will respond to bullying in our College.	In 2022 this policy was reviewed but no changes were made at this time.	The full text of the school's Anti-bullying policy on our website.
Student Discipline Policy In this policy we outline the environment we aim to create in our culture and how we deal with behaviour that is not conducive to a safe and inclusive environment for all staff and students.	In 2022 this policy was reviewed but no changes were made at this time.	The full text of the school's Student Discipline policy on our website.

Complaints Policy Our complaints policy describes how complaints can be made (both formally and informally) and how these complaints will be managed.	In 2022 this policy was reviewed but no changes were made at this time.	The full text of the school's Complaints policy on our website. Complaints can be sent directly to our admin@westbournecollege.com.au email address or directly to our principal at principal@westbournecollege.com.au
Reporting to Parents A reporting policy was written outlining how the college will keep them up to date on their child's progress.	Policy written	

Theme 10: School determined priority areas for improvement

2022 Priority Areas Results

As a College fully committed in ensuring the best preparation for its students, we implemented the following measures in response to plans for 2022:

Firmer links and collaboration between UK and Sydney Westbourne Schools

- **UK trips** - Both cohorts of students were able to visit the UK on our first UK tours, visiting our sister school at Westbourne School in Penarth. Students from both schools worked together on IB related projects and explored the UK universities and tourist attractions.
- **Staff collaboration** - Our teachers and support staff have started working together in earnest. Our IB coordinators have been collaborating on planning and our teachers have been sharing resources.
- **Global workshops and tutorials** - Our students were able to benefit from global tutorial sessions and revision workshops, meeting online with our UK counterparts for numerous subjects.
- **INSEAD** - 2022 saw three of our DP1 students applied and were accepted into the INSEAD Business Summer School, travelling to Paris, France to learn entrepreneurial and communication skills as well as networking with other students from across the world with similar interests.

Induction program

In 2022 our second cohort joined the College, so the building of a community was vital. In order to enhance the connection within the new cohort and between both cohorts an induction program was designed and implemented to great effect. Our students are interacting well and supporting each other in their learning.

DP2 Graduation and formal

A highlight of any year 12 program is the graduation and formal. In 2022 we had our inaugural events sending our year 12 off with a real sense of celebration.

2022 IB results

Over the past two years we have been working to support our students to achieve the best outcomes. As mentioned earlier we are very excited by our cohort's performance, with a key achievement being that all of our students were able to access their first choice of degree placement.

Initiation of Alumni group

Our Marketing Director initiated the formation of our first alumni group. This networking opportunity will allow our students to benefit from their predecessors both now and in the future.

Response to student voice

- Timetable updates - Students requested fewer P7 lessons. In response we have adjusted the timetable where we can, to reduce the number of period 7 lessons while maintaining our desired teaching time.
- Student experience time - Based on feedback from students we have implemented one lesson a week in which students provide suggestions and lead community building activities.

2023 Priority Areas

Year 10 Registration

- In 2023 we plan to register to start Year 10 students in the College. The initial phase of the registration process is currently underway.

Social spaces for students + Wider variety of workspaces

- Looking ahead we are looking to further review our teaching spaces. The aim of this review is to make the most of our current spaces, making them more versatile, allowing the same spaces to be used for the more social activities at lunch and recess as well as teaching spaces.
- We will be looking at finding a nearby space in which to expand our teaching spaces. In particular we are looking to build a STEM space/workshop/dry lab to allow us to further enhance learning in the STEM areas.

Reporting review

- Based on feedback from parents we will be reviewing our reports and the information contained within them.

Theme 11: Initiatives promoting 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. As a natural part of the IB program, students develop the skills identified in the learner profile and achieve the following reputation as a result:

“University faculties regularly note IB students’ passion for discovery and that they are extraordinarily well prepared for the academic requirements of university coursework. 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?” and regularly deliver stimulating presentations and drive excellence in group assignments.

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

IB students are infused with the academic integrity that is a fundamental value of universities and colleges. Their TOK and language studies as well as the international mindedness aspects of each course, result in 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. Through CAS students learn to bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.”

Each Semester, our staff or students lead whole-College activities to build community, according to interest, conviction, initiative and leadership in the areas of [Creativity, Activity and Service \(CAS\)](#). Such activities give students the chance to take the lead on initiatives, get to know their peers and their interests, building a foundation of acceptance and mutual respect. 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. Some activities in the college that brought students together in 2022 include:

- The Biggest Morning tea (college wide event)
- Amazing Race (college wide event)
- LEGO Legends (college wide event)
- Book week (college wide event)
- Halloween dress up (college wide event)

Furthermore, below is a select list of examples of activities initiated, developed and followed up by students either as individuals or small groups as part of their CAS commitment. .

- Teaching students to swim
- Sports coaching
- Chess club
- Westbourne Taster Day
- World's greatest shave
- Table Tennis @ Westbourne
- Volunteering at St Vincent's De Paul
- School strike for Climate
- Beach clean up
- Dog walking
- Sports umpiring

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

Theme 12: Parent, student and teacher satisfaction

Parent satisfaction

In a survey of our parents and caregivers we received valuable feedback.

Question asked	Average Result
Please rate your overall satisfaction with our college on a scale of 1 to 5, with 5 being the highest level of satisfaction.	4.5
How likely are you to recommend our college to a friend or colleague, on a scale of 1 to 5, with 5 being the highest level of likelihood.	4.4

When asked what we are doing well, we received many comments regarding how we treat our students like adults and colleagues and the impact of these interactions. Furthermore, many parents identified the quality and accessibility of our teachers and how approachable and encouraging they are as one of the things we are doing particularly well. Parents also commented on how inclusive and collaborative the cohort was.

When asked what we can improve upon, some recommendations we received were to increase interactions between parents and the college, provide more data in our reports and to arrange more regular meetings with students about their progress and concerns.

We are reflecting on all the feedback we have received and are grateful for the time our parents and guardians gave in providing feedback, and the honesty and openness in which they delivered it.

Student satisfaction

We surveyed our DP1 cohort that started in 2022. Our key findings are as follows:

Question asked	Average Result
Please rate your overall satisfaction with our college on a scale of 1 to 5, with 5 being the highest level of satisfaction.	3.6

When asked what they would keep the same in the college, the independence encouraged by the college culture, the ability to voice their opinions and induce change in the college and the use of UTS labs were common themes.

When asked what they would change within the college, dominant requests were to be able to leave the college for their free periods within the days (in addition to those they can leave

for already at the end of the day) and they asked that one of the three types of chairs we had to be replaced.

Once again, we are reflecting on all the feedback we have received and are grateful for the openness of our students and will endeavour to learn more about these suggestions to improve our student experience.

Staff satisfaction

We surveyed all our staff, including support staff and teachers. Our key findings are as follows:

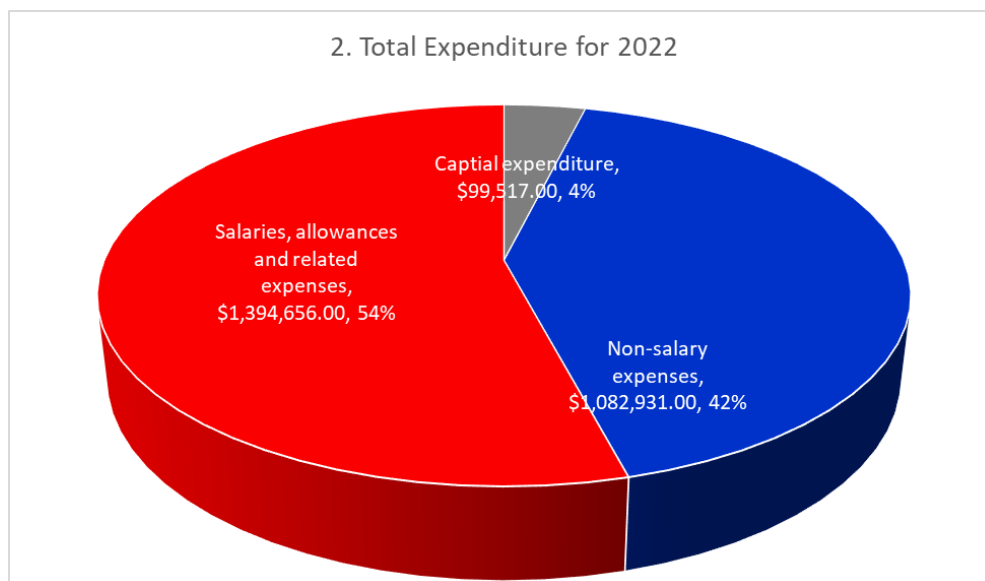
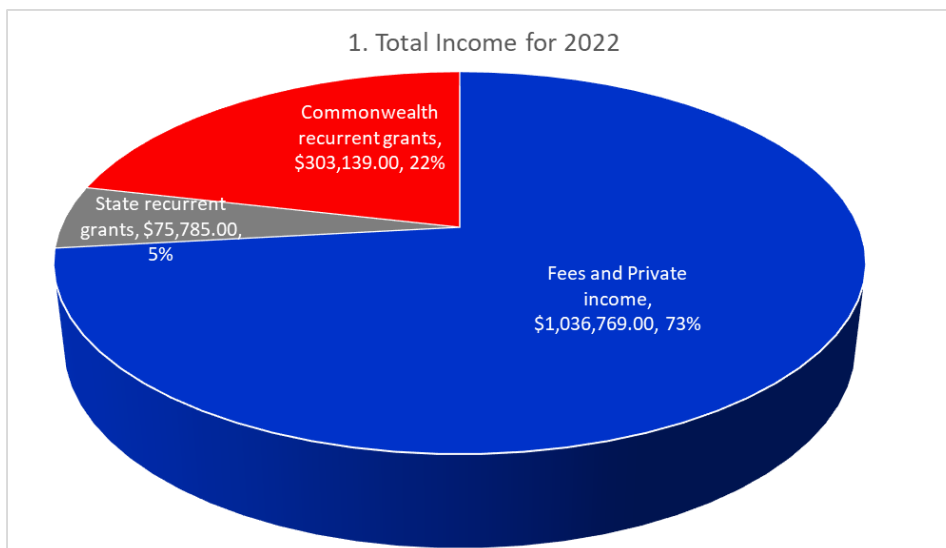
Question asked	Average Result
Please rate your overall satisfaction with our college as a workplace on a scale of 1 to 5, with 5 being the highest level of satisfaction.	3.9

Satisfaction with the college on a number of parameters were explored. Staff indicated areas of strength as respect from colleagues and students, support to receive professional development and support from management. Staff enjoy the friendly environment, their colleagues support and the open interaction between staff and students.

Once again classroom furniture was commented on and an area in which we can improve. While the majority of staff felt that they had a voice and their opinions were heard, there were staff that did not experience this. This is an area important to the college management and working to improve this will be a priority in 2023.

Theme 13: Summary financial information

For the year to December 2022, the following financial information was reported as part of the Westbourne College Sydney financial statements.



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