



**WESTBOURNE
COLLEGE**
SYDNEY

2023 ANNUAL 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 continues to focus on its simple and singular purpose: to develop leaders of the future in STEM and Business 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.

Westbourne is about impact and our results speak for themselves. The 2023 cohort of graduating students included one student with a perfect IB score of 45, two with a score of 44 and another student with a score of 43. The median ATAR for 2023 was 95.8, a wonderful achievement.

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 Principal

In 2023, we welcomed back our second cohort of students, DP23, and our new DP24 cohort (Year 11). Our student body of 43 students showed wonderful diversity, with our map on the wall at school showing a wide smattering of pins highlighting how our students and their families have originated from across the world, epitomising the benefits and value in the International Baccalaureate Diploma program. Being new to the College myself, I was grateful to the Westbourne staff and DP23 cohort for showing the DP24 students and I the Westbourne way.

The seamless integration between the old and new students at Westbourne made for a warm and supportive learning environment. The sharing of expertise and knowledge was evident throughout the year, particularly with our older students sharing their study skills and IB specific approaches to learning with their younger counterparts. Our team provided many opportunities for students to explore possible futures, with visits from university representatives and visits to universities across Sydney. We were also grateful to have a number of former Westbourne students come back and provide personal insights, study advice and guidance to current students. Excursions to Google headquarters and Cochlear, and visits from speakers, working at companies such as Canva, our students also learnt about the graduate programs available and working in a STEM startup. A highlight of the year for me was our Career's Day where our community came together, with the help of volunteers from our Westbourne parents and friends. With workshops and panel sessions, our young people heard about the variety of journeys one might take in their working life. They could ask questions, get advice, and learn from the insights and mistakes shared. Exposure to such diverse perspectives and professions will certainly help our students gain the confidence that they can find a path that resonates with their strengths and interests.

As in 2022, our DP24 students had the chance to travel to the United Kingdom. This trip offered a great balance of the wonder of international travel, with exploration and the chance to experience different cultures and of course have some new learning experiences. A highlight for many was the visit to Cambridge University, with our own Westbourne guide, Anthony Phung, (Class of 2021, Westbourne UK) and Oxford University, with me as their guide, were a source of aspiration for many of our students. They were also lucky enough to get a tour of the Atomic and Laser Physics research laboratories in the Physics Department at Oxford. The second part of our trip involved a visit to our sister school, Westbourne School in Penarth, Wales. Our students worked alongside their UK counterparts, conducting Science research for their Group 4 Project and taking part in an INSEAD Workshop, gaining valuable business and startup insights from INSEAD Business School academics. I was so proud of our students during these workshops, engaging with the learning opportunities and interacting seamlessly with the UK students. The trip culminated in the Cardiff Castle dinner shared with the Westbourne School students in a glorious setting. Our students came away with new friends, enhanced skills, and shared experiences.

2023 saw a move away from the more personalised learning spaces in our East wing, to a more versatile learning space, where students can work individually or in small groups. The aim of this move was in response to our observation of how our students preferred to work, with some liking quiet individual learning and others preferring working together, alongside

their peers. This new space also provided a larger social space for lunch times and informal gatherings.

In general, we have found that students find the transition into the International Baccalaureate Diploma program in Year 11 is a steep learning curve. So in 2023, the College started the process of preparing for the introduction of Year 10 in 2024. We successfully underwent NESA registration for Year 10, designing our bespoke curriculum, based on NSW NESA curriculum but tailored to provide a strong foundation of skills and knowledge that will allow for an easier transition into the International Baccalaureate Diploma program.

The International Baccalaureate Diploma is a demanding program and by the end of September, our DP23 students had completed their mock examinations and submitted all their Internal Assessments, TOK essays and Extended essays. We felt they needed to recuperate before their final push towards their IB exams, so we arranged a weekend retreat to Vision Valley. This is a wonderful spot where the students could enjoy the great outdoors, with bush walks and an evening bonfire. They also had an active day on the high ropes and mountain bikes. Our students had the time to reflect on their final years of school, show gratitude to those who had helped them along the way and just enjoy the wonderful bush setting with their friends and families, reconnecting and refreshing. Fond memories were made and connections with their classmates were deepened.

Finally, I would like to celebrate our departing DP23 cohort. This cohort was a focused and resilient group of young people. I have never had a group of students so committed to making the most of their teachers and opportunities to learn and improve as this group. To do as well in the IB as they did, they had to work consistently across all their subjects and for both years of the course. We also had an exceptional number of students coming into the College in the weeks before their IB exams to do timed practice exams and work with their teachers to refine their understanding and skills. Thanks to the calming presence of our IB Coordinator, Noel Hanna, the numerous practice exams and preparation, we had an exceptionally smooth and calm November exam period, with each student being able to perform at their best. I would like to congratulate Westbourne as a whole for a great year. When the exceptional 2023 IB results were published, I was so proud of, and pleased for our students, knowing the effort that had gone in by both our staff and students to achieve them had paid off.

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 2023

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 and continued this record in 2023.

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 2023

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

Characteristics of Student Body Registered for 2024

	Female	Male	Total
Year 10	7	8	15
Year 11	10	16	26
Year 12	12	6	18
Total	29	30	59

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

Not applicable as only Year 10, 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.

2023 saw the completion of our second year 12 cohort.

One of our students scored a 45/45. Two of our students achieved the exceptional IB score of 44 and another student scored a 43.

	IB	ATAR
Median	39	95.8

ATAR Overview

25% of our students achieved an ATAR above 98.45

38% with an ATAR above 96.8

58% with an ATAR above 95

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 2023.

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 IB Heads meeting Identifying and Responding to Children and Young People at Risk Business management (Cat.2) Workshop First Aid Global strategic conference Principal Induction Course	AIS NSW IBO EPEC AIS NSW Office of the Children's Guardian IBO AIS NSW IBO All Aid First Aid Westbourne International AISNSW

Teacher Accreditation and Qualification

All Westbourne College Sydney teachers have teaching qualifications from a higher education institution from within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

No of Teachers	Teacher Accreditation Status
2	Provisional
5	Proficient

Theme 6: Workforce composition

School staff 2023	
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 2023 we had one year group for both Year 11 and Year 12 during our third 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>)

2023 Year Level	Attendance Rate%	Retention Rate%
Year 12 (Diploma Programme 2)	88%	86%
Year 11 (Diploma Programme 1)	87%	90%

Post-school destinations

2023 Year Level	Domestic	Overseas
Year 12 (Diploma Programme 2)	Entry in 2024 Australian National University (ANU) University of NSW (UNSW) University of Sydney (USYD) University of Technology Sydney (UTS)	Entry in 2024 University of Oxford Durham University National University of Singapore (NUS)

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

Our child protection, anti-bullying and student behaviour policies can be found on our [website](#). We reviewed and introduced the following policies in 2023:

Policy	Changes	Access to full text
Enrolment Policy	In 2023 the policy changed to include Year 10 information. Parents will be informed of this in writing and acknowledge that the RoSA and HSC are not offered by Westbourne College Sydney.	The full text of the school's Enrolment policy on our website.
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 2023 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 2023 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 2023 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 2023 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

2023 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 2023:

Year 10 Registration

- In 2023 we introduced Year 10 students in the College. tial 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.

2024 Priority Areas

- **Singapore Future Leaders Lab-** planned trip to Singapore for Year 10 and DP1 students for one week to experience a “mini MBA” presented by Prof. Adrian Johnson from INSEAD.
- **Global Staffroom project-** to link our educators globally
- **Global Classroom project-** to extend the subject offering to our students by using our global capacity
- **Increasing the provision of professional counselling services**
- **Establishing a new campus for Science and STEM to be known as The Hub.**
This space is situated across the road from the main campus.

2023 Priority Areas

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.	4.3
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.	4.2

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 students that started in 2023. 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 respect between students and teachers and the ability to access teachers when they needed help.

When asked what they would change within the college, dominant requests were to have greater flexibility in their school day.

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

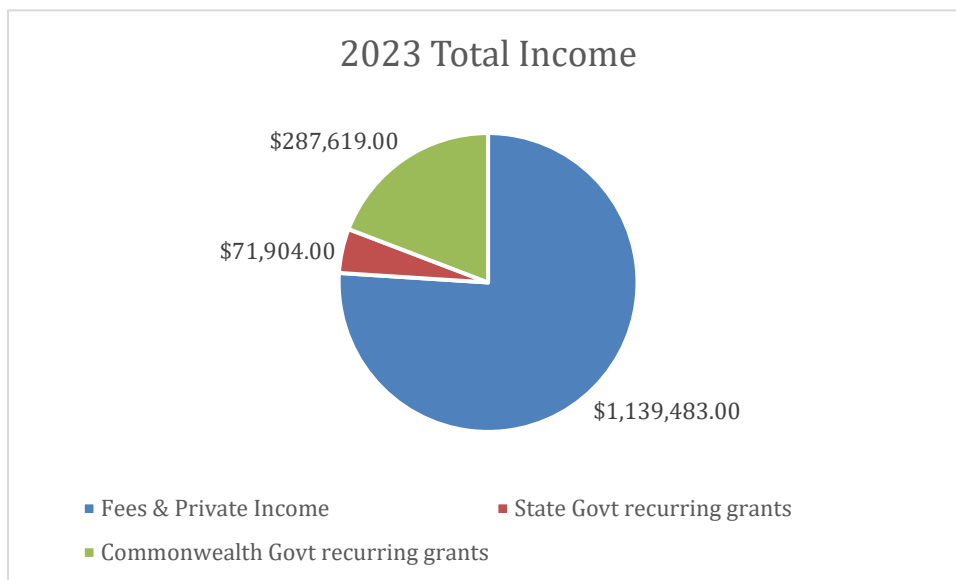
We surveyed all our staff, including support staff and teachers. Our key findings are as follows:

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.

Theme 13: Summary financial information

For the year to December 2023, the following financial information was reported as part of the Westbourne College Sydney financial statements. **Note: Westbourne College Sydney received no income from Government Capital grants or Other capital grants.**



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