



**WESTBOURNE
COLLEGE**
SYDNEY

2024 ANNUAL REPORT

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Theme 1 – Context- 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 the inaugural Future Leaders lab in Singapore which was attended by 14 Sydney students and students from Singapore and the UK and presented by INSEAD professor Adrian Johnson, 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!

Very best regards

Mark Peters,
Chairman, Westbourne College Sydney

From the Principal

In 2024, we welcomed back our third cohort of students, DP24, and our new DP25 cohort (Year 11) and our first ever Year 10 class. Our student body of 59 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.

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. Excursions to Cochlear, Science Week in Canberra and a number of exciting local opportunities like the UTS Start Up Expo and the world leading SWSX Tech Expo give our students unparalleled access to experts in the technology and Science area. We once again hosted our own Careers Summit, with our expert and experienced parent body from numerous fields giving their time to speak to students.

Our DP24 students had the chance to travel to the United Kingdom. Highlights were the visits to Oxford, Cambridge and Imperial College London where our students gained insight into being a student at these world class universities. 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.

Year 10 students embarked on a program that was designed to assist them to cope with the rigorous demands of the IB curriculum. Year 10 have a more intensive focus on maths and Science than any other school we know of in NSW and experience the world-class labs at UTS and UNSW. They rose to the occasion and fitted in well to our adult learning environment and also enjoyed their time with us.

Finally, I would like to celebrate our departing DP24 cohort. I inherited this year group as a Principal and found them to be mature, friendly and focused and they showed great respect to their teachers as well as being leaders of their peers.

Patrick McGing

Principal

Theme 1 Context

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. Over the first three cohorts of students, we have maintained a median ATAR of 97.6, an outstanding achievement.

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 for 2024

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

Theme 2- Outcomes and Results

Student outcomes in standardised national literacy and numeracy testing

Not applicable as only Year 10, 11 and 12 attend the College.

Senior Secondary outcomes

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

2024 saw the completion of our third year 12 cohort.

	IB	ATAR
Median	36	91.75

Post-school Destinations

2024 Year Level	Domestic	Overseas
Year 12 (Diploma Programme 2)	Entry in 2024 University of NSW (UNSW) University of Sydney (USYD) Monash University Macquarie University University of Technology Sydney (UTS)	Entry in 2024

Theme 3 Staffing

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 2024.

Training content	Provider
DP Creativity, activity, service Cat 1 IB Heads Workshop IB Heads meeting Adolescent Mental Health Course AI in Schools ADHD for Teachers Maths and Literacy	IBO IBO Heads of IB Australia Be You Teacher Training Australia Teacher Training Australia Teacher Training Australia
Business management (Cat.2) Workshop First Aid Global strategic conference	IBO All Aid First Aid Westbourne International

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	Teacher Accreditation Status
3	Provisional
4	Proficient

Workforce composition

School staff 2024	
Teaching staff	6.8
Full-time equivalent teaching	6
Non-teaching staff	3
Full-time non-teaching staff	1.8

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 4: Student attendance

In 2024 we offered Year 10, Year 11 and Year 12 classes during our fourth 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.

2024 Year Level	Attendance Rate%
Year 12 (Diploma	87%
Year 11 (Diploma	83%
Year 10	83%

Theme 5: 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 2024:

Policy	Changes	Access to full text
Enrolment Policy	In 2024 the policy changed to include Year 10 information.	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 2024 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 2024 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 2024 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 2024 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 email address or directly to our principal at

Theme 6: Stakeholder Satisfaction

Parent satisfaction

In feedback from parents and caregivers we received valuable feedback. 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

There were several avenues provided for student feedback. These mostly took place in pastoral care periods where students had the opportunity to raise issues or comment on positives. The below came through as areas of note:

- More provision of well-being activities
- House system to facilitate greater student engagement
- Exam periods to have more revision time
- Better food preparation provision
- Explore allowing students to leave College at Morning Tea

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

Staff generally indicated that the positives of the College were:

- Small nature of College meant that they could raise issues easily with management
- Limited after school commitments
- Engaged and respectful students and parents

Areas for discussion

- Greater access to professional development and networks

2024 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 2024:

- Year 10 Registration
- In 2024 we introduced Year 10 students in the College and were inspected by Jason Cheers, Senior Inspector, School Registration Unit/Regulation of Schooling from NESAC and were fully compliant and granted Year 10 registration for the period of registration for the College.
- Singapore Future Leaders Lab- 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 with the engagement of a qualified and experienced casual school counsellor

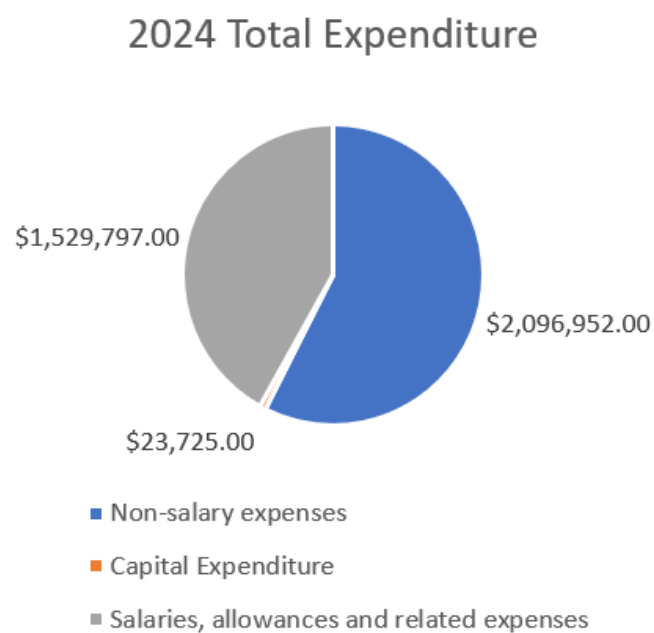
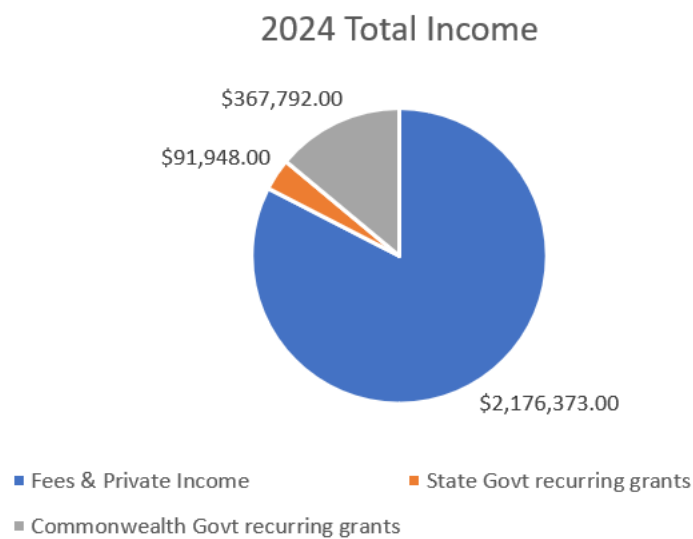
- Developed a new campus for Science and STEM to be known as The Hub. This space is situated across the road from the main campus.

2025 Priority Areas

- Introduce Year 9 cohort in 2026
- Broaden our networks for Science, Technology and Mathematics
- Implement a House system to foster greater team-work and social connections amongst students
- Introduce a new attendance monitoring system based on Managebac
- Review and enhance our reporting systems

Theme 7 Summary of financial information

For the year to December 2024, the following financial information was reported as part of the Westbourne College Sydney financial statements.



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