

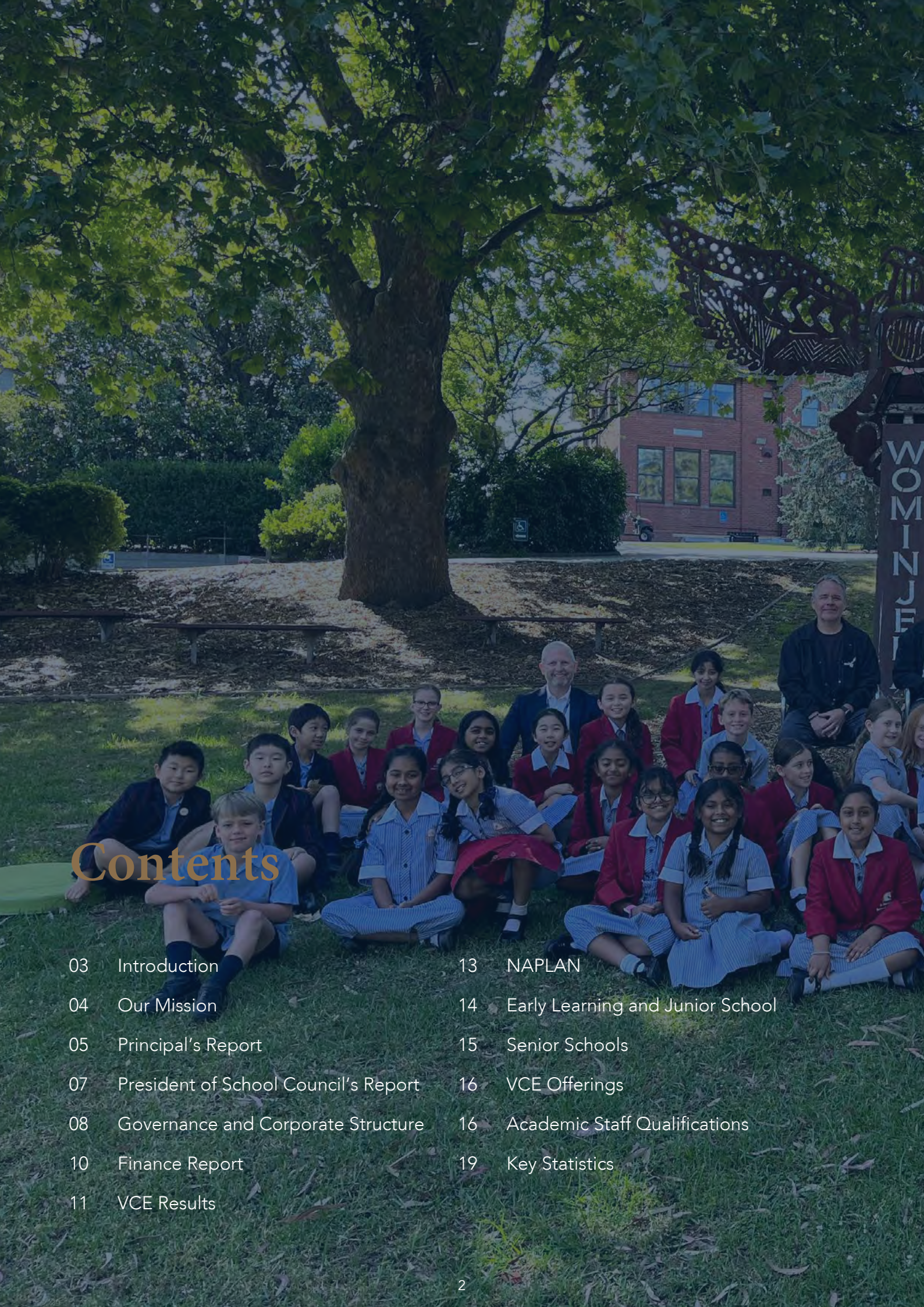


Annual Report

St Margaret's Berwick Grammar

2024





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St Margaret's Berwick Grammar is a non-selective private independent school. Our purpose is to grow good people. We strive to achieve this through the provision of an intellectually rich, supportive and stimulating environment, to prepare our graduates for the challenges of life.

Since the School's founding in 1926, we have developed a rich heritage and tradition, establishing a significant reputation for our ability to consistently nurture student growth and learning, in partnership with our families and community.

We strive to grow good people by taking a holistic approach to learning and teaching. We encourage students to express their humanity through the School values of Courage, Curiosity, Character and Respect. Our 4 As of Academics, Artistry, Adventure and Athleticism provide a distinctive framework for students to develop not only their intellectual capacity but to also enrich their hearts, bodies and character. We seek to stimulate passion and growth through our unique focus on Pursuits, Design and Innovation as well as Leadership and Character development in a global context.

We offer an education model that provides the best of all worlds. Co-education in our International Baccalaureate Primary Years Program through ELC and Junior School. Single gender education on dedicated campuses in senior years with cross campus socio-emotional learning opportunities.

Our Senior College experience for VCE brings genders together for learning experiences and activities, which allows the school to offer a wide range of VCE subjects, while also preparing students for the next step in their life.

Our education led strategic plan, created in partnership with our community: Students, Families, Staff, Alumni and School Council, developed around our values and purpose, brings to life our values and delivers a unique engaging experience.

Our strategic focus is based around three themes/pillars: Excellence, Growth and Belonging. Each of these has broad organisational goals on which we want to deliver through our areas of focus.

Each theme/pillar focuses on and leverages key aspects of our educational aspirations, goals and desired outcomes which have specific statements of intent attached:

- An Experience of Excellence (Developed in line with our 4 As of Academics, Artistry, Athleticism and Adventure) – We challenge our students to achieve their best potential and to pursue excellence in all endeavours within a high-quality and balanced educational experience.
- A Focus On Learner Agency (Developed in line with the School's areas of focus) – We inspire our learners to find their strengths and grow in their voice and agency through a scope and sequence of opportunity, choice and challenge that is appropriate to their age and stage. We wish them to lead their own learning as curious and informed citizens.
- Belonging (Developed in line with the School values) – We support all members of our community to live with values, personal integrity, wellbeing, a sense of self and an aspiration towards high performance that enables them to plot their own course and flourish within a rapidly changing, globally connected society.

Underpinning the school's strategic direction is a focus on strong foundations that allows for great stewardship of the strategic plan and the school as we progress towards the centenary of St Margaret's Berwick Grammar.



St Margaret's Berwick Grammar

VIRTUTE ET LABORE
1926

Vision

Strive to be our best, now and
in the future, for the
enrichment of all and the
planet.

Purpose

Growing good people in an
intellectually rich, supportive
and stimulating environment so
that they are ready for life.

Values

Courage

to do the right thing

Character

to be one's best self

Curiosity

to know and learn

Respect

to live wisely and
compassionately with others
and the planet

Graduate Statement

We want our young people to
achieve their best potential
and flourish in a rapidly
changing, globally connected
society. We want them:

- to pursue excellence in all endeavours
- to find their strengths and grow in their voice and agency
- to lead their own learning as curious and informed citizens
- to live with values, personal integrity, wellbeing and a disposition toward high performance that will enable them to plot their course.

Growth Excellence Belonging

Academics Athleticism Artistry Adventure

Principal's Report



Dr Annette Rome
Principal

In 2024 we continued to rely on our values: CURIOSITY to know and learn through exercising COURAGE: To do the right thing, CHARACTER: To be one's best self and RESPECT: To live wisely and compassionately with others and the planet.

The key elements of the 2023 - 2033 Strategic Plan were enacted through annual implementation plans in each area with a focus on our 4 As of Academic, Artistry, Athleticism and Adventure. The Strategic Plan process is complemented by the Master Plan process which was launched in 2023.

Enrolments were strong at the start of 2024, up by approximately 100 over the previous year.

The School's Diamond Model provides for a coeducational Junior School, separate boys' and girls' campuses for the adolescent years, and some combined learning activities for our Senior College. This permits the School to enact what we understand to be the best environment for young people's academic learning, while maximizing VCE subject offerings. Further, because we are one school, this model also permits the social and emotional learning important for our youth from ELC to Year 12 as the students can come together for relevant opportunities including choirs, orchestras, camps, service learning and sporting experiences.

In Academics, SMBG offers over 35 VCE subjects as well as VET and University Enhancement subjects. 2024 VCE results were again extremely strong with both senior campuses in the top 1% of schools in Australia according to Year 12 results. NAPLAN results were also very strong. Student academic endeavours reflected outstanding results in debating, public speaking and contribution to the community. Global Issues Assemblies and the 'For Sake of Science' podcasts, featuring high profile Australian scientists are examples of initiatives in this sphere.

The online learning system, NEXUS continued to be refined during 2024 with a focus being placed on the quality and timeliness of community communications.

Adventure in 2024, referenced experiential learning programs that included regular state and interstate camps and cultural activities. A space trip to NASA in the USA complemented a ski trip to New Zealand and a service trip to Cambodia. A student was also selected to be the Youth Ambassador for the World Literacy Foundation.

Wellbeing continued to be supported by the House system and the students had opportunities to participate in a range of House competitions in all areas. These events brought out the energy, excitement and empathy in the students to achieve the best for their House and win the prestigious House Cup.

Congratulations to Cunningham (Senior Girls) and Forsyth (Senior Boys) who finished top of the ladder in 2024. Campbell was also successful in both Junior School Cross Country and Athletics.

The Positive Humanity Project focused on research relating to wellbeing initiatives across the whole school and featured the involvement of Murrundindi, an Indigenous Elder.

In Artistry, the performing arts were, as always, exceptional and the concerts, Master's Recital, Senior School Concert 'Music that makes you Feel', and the Senior Musical, 'The Wiz', were received extremely positively. The Junior School Musical 'The Little Mermaid' was also outstanding. The Dance Extravaganza was a sell-out and reflected a growing interest in Dance across the School. A student was also selected as a finalist for the Young Archies with a portrait of her grandmother.

Athleticism reflected success in state softball and netball, national basketball, athletics and many other sports. The school is involved in GSV, SIS and SSV activities.

Our Early Learning Centre (ELC) has healthy enrolments and positive feedback, and is at capacity for the next 2 years.

Staff Professional Learning engaged with 15 research projects in partnership with Monash University, the University of Melbourne, and other organizations focusing on areas such as music education, language learning, and leadership and character.

The School received Educator Excellence Awards for Principal of the Year (non-Government), Deputy Principal of the Year (non-Gov) and won the award for Head of Department of the Year (Science). The Parents and Friends Association continued to support the School and provided events such as Junior School sausage sizzles, Family Movie Night, and support for the revised Performing Arts Festival that now includes both Berwick and Officer campuses. They also provided a number of wellbeing support items for families and staff through the Unicorn Angels program. The Principal's Morning Teas also continued with the Parents and Friends' support

The Senior Executive in 2024 comprised Dr Annette Rome (Principal), Dr Steven Middleton, (Associate Principal), Ms Meg Fortington (Vice Principal: Curriculum and Innovation), Ms Louise Sayer (Head of Junior School), Mr Nigel Halsey (Executive Director of Advancement), Mr Raed Phizacklea (ICT Manager) and Mr Mark Janke (Executive Director of Business Operations).

2024 continued to show that the SMBG community is one of innovation, compassion and strength that sets high standards for all. Staff, students and the broader community were the living example of Virtute et Labore: With Courage and Effort.

Moving forward, we will continue to strive to be our best selves, now and in the future, for the betterment all humanity and the planet.

President of Council's Report

Fiona Templar
President of School Council



Following the completion of the 2023 strategic and master plans, 2024 has seen us focus on the delivery of these visions for our students and community. The School Council has worked with the School's Executive and the School's Foundation to prioritise facilities that will have the greatest community impact.

The Junior School has and will see significant upgrades to its outdoor play and sports areas, including the delivery of new play equipment.

With thanks to Shaqqr family and the Foundation, significant upgrade work on the structural and external areas of Kippenross House have been completed. 2025 will see internal areas of the building refreshed and repurposed with a greater emphasis on student services and engagement in this space, which has long been the preserve of School Administration.

Plans have been completed for the reimagining of the Woodyatt building, which might be better known to many as the library. In 2025, the building will be transformed into contemporary student areas with new seminar-style classrooms, collaboration zones, and areas to 'chill' and study. The building will also see new entrance areas and a large outdoor 'yarning area' specifically designed to the School's commitment to Wellbeing through its new Positive Humanity Program.

At the centre of all this work is support for the School's strategic plan and its three key pillars: Excellence, Growth, and Belonging. While our efforts can be connected to all three pillars, our current focus is delivering facilities that help students and staff connect, so that they have a strong sense of belonging. Feeling safe and appreciated are cornerstones to a student being able to thrive, grow, and excel.

The foundation for the delivery of new facilities is the financial health of the School. I am pleased to advise that our Financial Results are some of the strongest in the history of the school with a solid surplus for the year ended 31 December 2024, and projected surpluses in the following years. This will help support our building projects to deliver new and improved learning spaces and to provide further investment into our staff and increased developmental opportunities and programs for our students.

The School's academic results, Diamond Model of Education and our commitment to Growing Good People through our 4 As of Academics, Artistry, Athleticism and Adventure continue to enhance the School's reputation, driving demand. Enrolments

continue to be above budget with waiting lists at a number of levels.

The School is making real progress with its transformation and it is a team effort. I would like to extend my thanks not only to the Council Members for their continued support and the time and commitment they voluntarily put into their roles but also to the School Executive, who have the best interests of our young people at the centre of everything they do.

As a Council, we recognise that we are on a journey, but it is a journey that is really picking up pace. There is much work to do, and it will never end as we respond to the needs of the community and the changing global landscape. We are committed to continuing to grow and innovate, to manage the resources of the School and continue to prioritise our students, our staff, and our community.

It certainly is a very exciting time in the history of the School, and as we head towards our 100 years in 2026, I would like to thank you, our community, for your continued support, for entrusting your children to us.



Governance and Corporate Structure

St Margaret's School is a Company limited by guarantee, trading as St Margaret's Berwick Grammar, and is constituted as a not-for-profit (NFP) organisation.

Governance at St Margaret's Berwick Grammar is led by our School Council and is made up of up to 10 councilors.

The Council plays a vital role in the educational opportunity and outcomes of all students at the school by setting the long-term future for the school and maintaining oversight of the school's operation. The School Council exists to provide:

- Strategic direction and planning
- Financial oversight, including the approval of the annual budget
- Risk management and oversight
- Policy setting and ongoing review
- Appointment of the Principal and their performance reviews

The day-to-day management of the School rests with the Principal and their staff. The School Council comprises of up to 10 Councilors. Up to four (4) members are appointed, up to five (5) members are elected and one Old Girls and Old Boys Association representative.

All share a collective stewardship of the School. The composition of the School Council reflects a diverse community. All School Councilors have a broad range of skills and experience in a variety of fields including academia, finance, law, and various building industries.

School Council Members

Mrs F Templar

B. Bus (Acc), CA, CPA

- President of School Council
- Chair, Executive and Governance Committee
- Finance and Risk Management Committee
- Buildings and Grounds Committee
- Chair, SMS and BGS Foundation Limited

Mr P Brennan

Diploma of Building & Construction; Licensed Plumber; Diploma of Project Management

- Deputy President of School Council
- Chair, Buildings and Grounds Committee
- Finance and Risk Management Committee
- Executive and Governance Committee

Mr D Elfick

B Sc (Hons) Agriculture, M Sc

- School Council
- Buildings and Grounds Committee

Prof. A Newman

LLB, MA in Japanese, LLB, PhD, GCAP

- School Council

Mrs Abbey Madden

- School Council

Mr S Pritchard

Associate Diploma of Information Technology (Computing); Graduate of Australian Institute of Company Directors; Project Management Professional

- Chair, Finance and Risk Management Committee
- Executive and Governance Committee

Prof T Lindsey AO

LLB, BA, BLitt, PhD, Barrister and Solicitor of the Supreme Court (Vic)

- School Council
- Chair, SMS and BGS Foundation Limited

Mrs A Ridgway

B.Sc (Aquaculture), Masters Property

- School Council
- Building and Grounds Committee
- Old Girls and Boys Representative

Mr Bhanu Singh

- Finance and Risk Management Committee

Mrs J Utan

B Eng (Mechanical and Computing), MBA

- School Council

2024 Senior Leadership Team

Dr Annette Rome

B Sc (Hons), Dip.Ed, PhD (Melbourne) FACE, FACEL

- Principal

Dr Steven Middleton

B A, Dip Ed, M Ed (Melbourne), M Bus Mgt (Deakin), PhD Ed (Melbourne)

- Associate Principal

Mr Mark Janke

B Ec, MBA, CA

- Director of Business Operations

Ms Meg Fortington

B Ed (Melbourne), M Ed (Monash)

- Vice Principal

Ms Louise Sayar

B Ed, M Ed (Gifted and Talented), Dip Teaching (Primary)

- Head of Junior School

Mr Nigel Halsey

B BA (Hons)

- Director of Engagement

Finance Report



Mark Janke
Director of Business Operations

Finance and Risk Management

The School Council (Governance) in consultation with the Principal, Director of Business Operations and School Executive (Management) create the strategic direction for St Margaret's Berwick Grammar. The Finance and Risk Committee (FARM), a committee of the Council, has the role of setting the strategic financial direction of the school and supports the school management in achieving its financial goals. The FARM committee is chaired by Mr Sam Pritchard. This Committee is comprised of school councilors, Ms Fiona Templar, Mr Patrick Brennan and Mr Bhanu Singh. Membership to the committee is also extended to the School's Director of Business Operations, Mr Mark Janke, and Principal, Dr Annette Rome.

Systems and procedures are continuously being reviewed and where necessary updated to ensure best practice is maintained. This ensures that the school complies with all its legal and regulatory requirements while striving for best practice in the areas of risk management, compliance with the requirements of the relevant authorities, debtor management and the annual budget review.

Significant efforts have been placed upon refining Emergency Management Procedures with regular (term/semester) evacuation and lockdown drills and included in the School Executive calendar. With an experienced Risk and Compliance manager and the adoption of a Risk Management software platform, SMBG is striving to be a leader in the provision of a safe operational entity for its student and staff community. Further enhancements will be made in these areas in the coming year as the school continues to grow in size and operational complexity.

The School prepares its Annual Financial Statements in accordance with Accounting Standards and the Corporations Law, and these are externally audited by Accru Melbourne (Audit) Pty Ltd.

Facilities Management

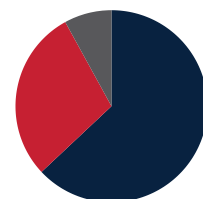
The strategic direction, including building, costing, maintaining and refurbishing of our buildings and facilities is the responsibility of the Buildings and Grounds committee, a committee of the School Council. This committee is chaired by Mr Patrick Brennan, and is comprised of school councilors

Amy Ridgway, Mrs Fiona Templar and Mr Dominic Elfick. Membership of the Committee is extended to Mr Jason Perry, Mr Nick Kaye and Mr Jamey Algie (all of whom are parents of the School), the School's Director of Business Operations Mark Janke, and the Associate Principal, Dr Steven Middleton.

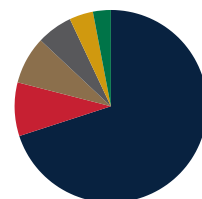
The School acknowledges and appreciates the team of dedicated maintenance, grounds, cleaning and administrative staff who continue to exceed our high standards and to deliver the best possible facilities for our students.

St Margaret's School Year End 31 December 2024

Income	(\$'000)	%
Tuition fees	22,090	63
Grants	10,106	29
Contribution revenues	0	0
Other income	2,912	8
Total income	35,108	



Expenditure	(\$'000)	%
Salary and related costs	22,661	70
Administration and general	2,995	9
Teaching materials	2,558	8
Depreciation	1,499	5
Buildings and grounds	1,398	4
Interest	1,050	3
Total expenditure	32,161	



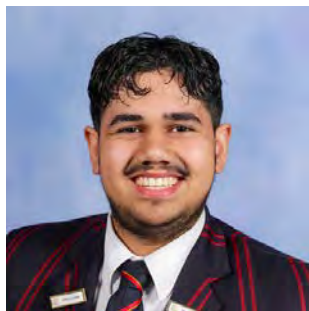
Total expenditure	32,161
Total surplus	2,947

VCE Results

Whilst this year has been a remarkable one of achievement across the 4 As of SMBG, today is the day to acknowledge the academic achievements and learning of our students, not only in the final VCE Examinations but also across the entirety of their schooling journeys. For many of our students, today is the culmination of a journey from the ELC, into the Junior School and then onto our senior campuses. For others, it may have been a shorter period of time at SMBG, however, the Class of 2024 will always be united through the relationships and connections that have flourished in this time. A sense of Belonging has been the hallmark of this Class as they have led the entire School, generating fresh and invigorating levels of enthusiasm to bring all together in a sense of community. This was evident in the wonderful Senior College Formal, our Valedictory Dinner and the fantastic Speech Night held recently. This is a remarkably talented and diverse group of young people who have left an indelible mark on our school culture, setting high standard for cohorts to follow.

Our Diamond Education Model, which incorporates our Senior College at VCE level, continues to enable our students to thrive in a setting ideally suited to developing the types of behaviours required for success in both tertiary and employment settings. The Senior College aspires to enshrine and celebrate a positive and energetic culture which enables students to pursue their own brand of excellence and growth. Our VCE teachers and students work collaboratively in this setting to achieve their learning goals and to assist students in discovering their spark, a passion for something that drives their commitment.

Our results today reflect a commitment to Excellence, Growth and Belonging and the truth that every member of our community shares in collective effort towards learning and achievement.



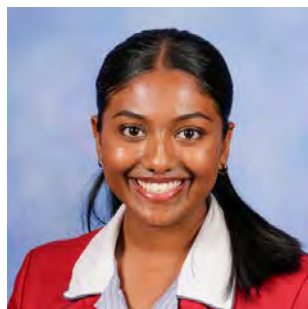
Senior Boys DUX
Rohan Malhotra ATAR 96.40



Senior Girls DUX
Vera Zhang ATAR 99.50



Bridie Craig
attained a perfect study
score in Legal Studies

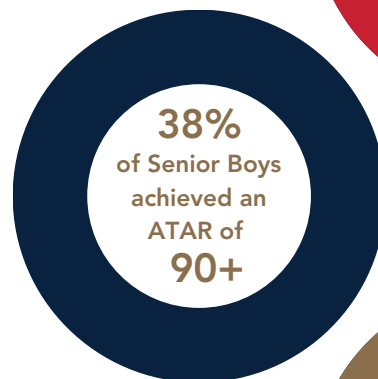


Kiara Gunasekera
attained a perfect study
score in Biology



Samuel Templar
attained a perfect study
score in English

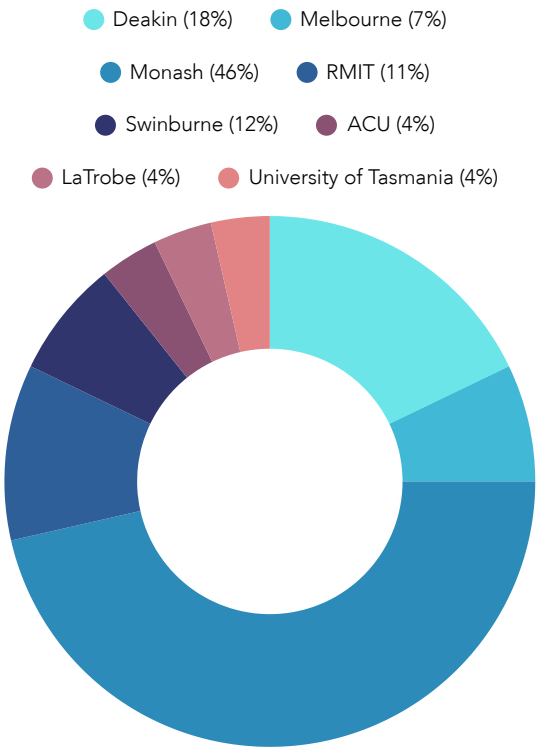
TOP 10% OF THE STATE
30%
of students
achieved an
ATAR 90+



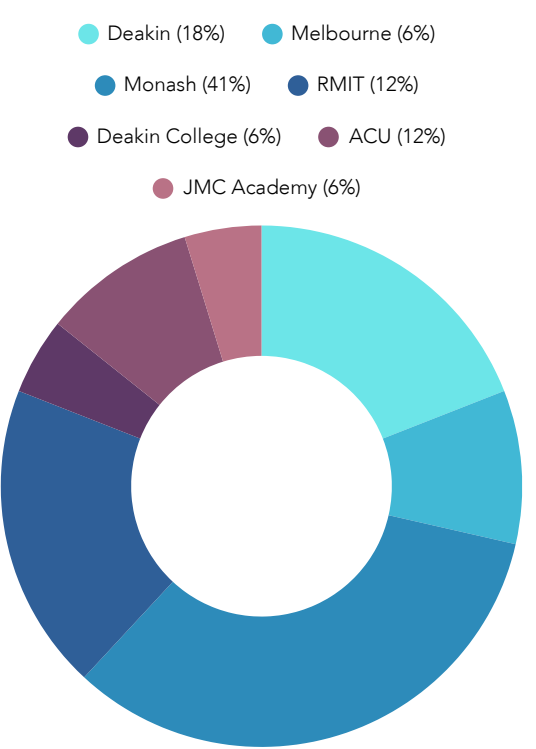
Class of 2024 Tertiary Destinations and Fields of Study

All of our 2024 graduates have received offers from universities and colleges based locally, nationally and internationally and/or an offer of full-time employment. Some offers include honour degrees and scholarship programs. Our students have selected a wide range of further learning opportunities.

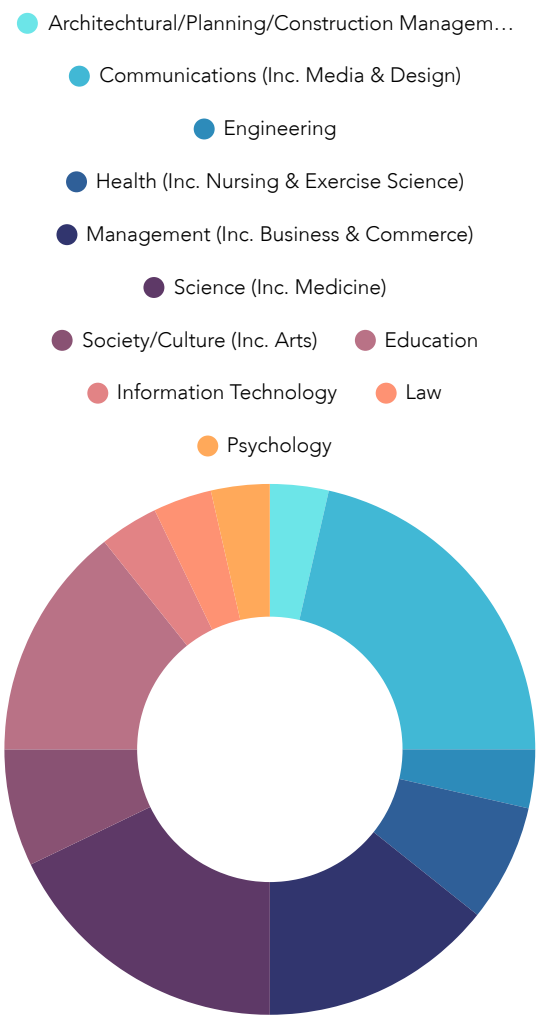
Girls' Tertiary Destinations



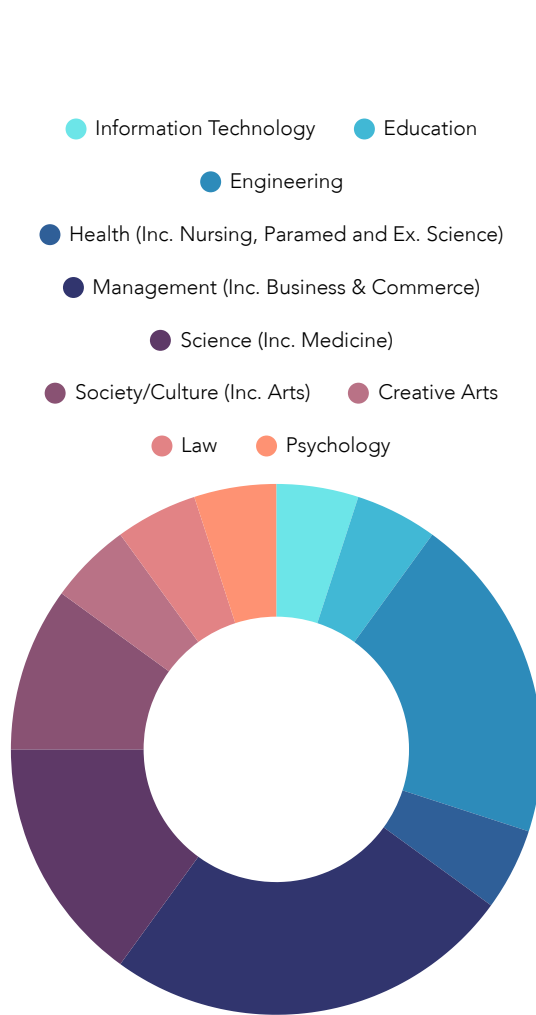
Boys' Tertiary Destinations



Girls' Fields of Study



Boys' Fields of Study



NAPLAN

The National Assessment Program for Literacy and Numeracy (NAPLAN) is an annual National assessment for all Australian students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests for reading, writing, spelling, grammar and punctuation, and numeracy. The content of each test is determined based on the National Statements of Learning for English and Mathematics which underpin state and territory learning frameworks. Questions are multiple-choice or require a short written response. The writing task required students to write a narrative piece.

NAPLAN tests provide a snapshot of students' literacy and numeracy skills as compared with the country's results. As

NAPLAN data is based on single assessments, the information provided would only be seen as a simple measure of student progress. More comprehensive assessments are provided by the School throughout the year.

As the table demonstrates, students at St Margaret's Berwick Grammar perform well against national standards across all Australian Schools. We would add, however, that a school, and indeed the children, are a lot more than NAPLAN results. The teachers use the results to guide the development of programs that best support those children whom we have the honour to educate.

2024 NAPLAN	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	472	490	459	489	463
Year 5	547	544	542	570	536
Year 7	601	614	584	613	612
Year 9	633	654	616	641	653

All year levels and areas of testing were well above average compared to all Australian students

ELC and Junior School



Louise Sayar
Head of Junior School

The Junior School has continued to grow and flourish as seen in our offerings and achievements through our rich, rigorous academic and PYP curriculum and co-curricular opportunities underpinned by our 4 As.

In 2024, Sport in the Junior School continued to grow. The extension of extra-curricular Sport Development programs saw weekly sessions in Basketball, Netball, Cycling, Aerobics and Running offered to students from Year 3 to Year 6.

Students in Year 5 and 6 competed in State Schools Victoria events, where they competed in Swimming, Cross Country, Athletics, Basketball, Netball, Cricket, Tennis, Soccer, Kickball and Tee Ball. Several Junior School students were successful in all 3 of the major carnivals in progressing to Division competitions.

Our Year 3 and 4 camp to Coonawarra Farm and Year 5 Flinders camps took place and our two curriculum camps (Sovereign Hill 3 day camp and the Year 6 Canberra 4 day camp) were highlights of the year for many students.

A big 2024 highlight was the musical – The Little Mermaid Jr. The feeling of the community in the auditorium in sharing the sheer joy and pleasure of witnessing our young students from Prep to Year 6 perform with such enthusiasm and enjoyment was palpable. The final scene with the entire school on stage in such vibrant colour is a moment that our Junior School staff, students and families will treasure forever.

We thank our students, class teachers and our amazing, supportive and talented Music and Drama staff.

This year the Year 1 and 3 classes trialed an Australian first, whole of primary school program developed by The Butterfly Foundation that aims to promote positive body image and a healthy relationship with eating and physical activity, in all students, called Body Bright. After a few adaptations for 2025, we are going to roll out this program across the entire Junior School.

Our NAPLAN results for 2024 were higher in all areas of English compared to state and national averages, particularly in Year 3 Reading, Writing and Grammar and Punctuation. Our numeracy results show that over 90% of students in Years 3 and 5 scored in the Strong or Exceeding bands, which is significantly higher than both the state and national averages.

This year we acknowledged 158 awards at our Colours and Awards assembly – a remarkable achievement by our students. Our National History Challenge results for 2024 were extraordinary. Two students received a Silver award going to state judging and a Yr 5 student won a Gold Award (State winner) in the Year 5-6 Category and Platinum Award (National Winner). This is the eighth year in a row that our Junior School has won at State level and the second time we have won at a national level. The Australian Maths Competition is provided to around 36 students in our Learning Diversity STRIVE (extension) program.

We are very proud of our students and their results, especially from a Year 4 student who won the prize of Best in School. We received high distinctions, distinctions and many credit awards.

We are very pleased with the Science Talent Search results for 2024. Our students achieved 2 Major Bursaries, 1 Minor Bursary and lots of distinctions and merit awards.

Our Years 3-6 students took part in the Victoria Rocks mathematics challenge. Our Junior School placed 7th in the state, and two Year 6 students, placed in the top 50 of all students across Victoria.

I thank our School Captain team of Akira Rastogi and Elbert Ma and Vice Captains, Melody Shao and Jayden Balisuriya. They acquitted themselves well with their respective roles, were consistent, enthusiastic and reliable.

This year we welcomed the following staff: Mrs Suzanne Favero, Sharon Stodal, Sigrun Hurren, Sara Powell, Charlotte Fry, Domenica Van Dijk, Linzy Pattison, Tanya Craig, Lara Baumanis, Natalie Hynd, Sarah Freeman, Kavishka Pashanne, Patrick Skinner, Ramya Rajendran, Christine Koutsoulis. This year we farewelled Jane Engelmänn, Sharon Batterham, Philipa French, Domenica Van Dyk and Allison McEneaney. Each of these staff members is sincerely thanked for their positive contribution and service to our Junior School community.



Senior Campuses



Dr Steven Middleton
Associate Principal

As we pause to reflect on the chapter of the school's history, a momentous occasion of celebration and endurance looms on the horizon. As I often say, we are blessed to stand on the shoulder of those giants who decided that this was a good place for a school. What courage, vision and foresight our ancestors and leaders had to envision this remarkable learning institution that thrives across two campuses in such serene and aesthetic settings.

Our school has changed across the decades of its existence, into the contemporary learning community of today. Over the past decade we have adopted the Diamond Education Model, a school organisation structure popularised in recent years in the United Kingdom. Despite the changes in how we deliver learning and to whom we deliver it, I believe we are an institution immensely proud of our heritage and tradition but also one that continues to strive to design a future focused contemporary and inclusive learning community, reflective of our modern world, where our values and sense of purpose act as a compass to find the right direction.

To me, our core purpose lies in guiding young people to discover the best version of themselves through our lived values of Courage, Curiosity, Character and Respect. We want our young people to discover and explore their passions to develop their talents and emerge with a strong self of self, humility and integrity.

These are enduring qualities that sustain graduates beyond our gates whether it be on Gloucester Avenue or Tivendale Rd.

Of all the ways and means of educating young people we believe the Diamond Model, described as "apart but together" provides the necessary structures for our students to overlap in so many places from music to sport, to drama to experiential learning - the opportunities are indeed endless! Attendance at one of our 3 regular campus assemblies, highlights the focus on achievement that drives us daily.

These opportunities are most prominently evident in our whole school structure which sees a co-educational setting for Junior School mixed with singled sex separate campuses for Year 7-10 and co-educational learning opportunities in our pre tertiary VCE setting with a Senior College. The 'Diamond Model' combines co-education with single-sex education at specific stages of a young person's learning in recognition of the advantages of this model over traditional single sex education and co-educational schools to offer a sense of the very best of both approaches.

Over time, strong arguments have emerged over the benefits of single sexed education in relation to co-educational schooling. Much of this, including research outcomes have tended to focus on the academic benefits of single sexed in relation to the social and emotional opportunities of co-education.

The Diamond Model in response presents an argument to suggest there is an elusive but successful third way. We continue to refine this and of course, the great beauty of educational offerings in our nation is the choice that is available. Never more evident than perusal of our local schools.

In our setting, teaching, learning and programs are able to be tailored and adjusted to meet the specific and often evolving physical, intellectual and wellbeing needs of young people at various ages and stages in the school journey. The strongest arguments for single sex education emerges in the early to middle years of adolescence where the difference between boys and girls in intellectual emotional and physical capacity can be most marked.

Whilst our approach is research informed, it is also developed over time through experience where we acknowledge that at times, this model has the capacity to reduce gender stereotypes and diminish peer group pressure. Importantly whilst learning can occur separately, our Diamond Model setting can also provide the social benefits of a co-educational setting which enables the development of authentic and respectful relationships through engagement with service and adventure learning opportunities which provide character and leadership growth for all. A logical response may be, why don't all schools employ this Diamond Structure? The reality is, having separate campuses to enable separation is an essential element, particularly in providing the appropriate facilities with specialised spaces for specific learning opportunities.

As such, Diamond Model schools often emerge in spaces where traditional boys and girls campuses have existed and merged their collaborative efforts. Whilst St Margaret's and Berwick Grammar had their beginnings in single sex settings, the Diamond Model provides for the fruition of a vision and ethos of "One School." This Model enables both schools to maintain a distinctive girls' school and boys' school ethos whilst also developing the academic and character elements to prepare young people not only for the examinations of school but importantly as we seek to grow good people and the examinations of life.

With all these consideration in mind, we believe our Diamond Model caters wonderfully for our families, those seeking an education which provides the elusive best of all worlds.

VCE subject offerings 2024*

Accounting	Literature
Biology	Further Mathematics
Business Management	Mathematical Methods
Chemistry	Specialist Mathematics
Computing - Informatics	Media
Economics	Music Performance
English	Physical Education
English Language	Physics
Food Studies	Product Design and Technology
Geography	Psychology
Health and Human Development	Studio Arts
History - Revolutions	Theatre Studies
Languages: Chinese	Visual Communication Design
Languages: French	VCE VET
Legal Studies	

* subjects are offered based on student preferences and a minimum student participation rate. VCE VET subjects are offered off campus.



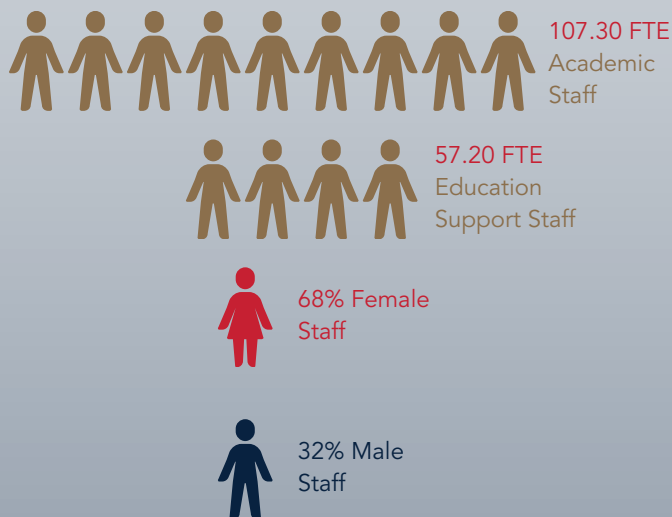
2024 Academic Staff

Garratt Alexander	Dip Ed (Monash), Dip of IT (Holmesglen), Deg of Film (Holmesglen)	Mark Easton	B A Massey (NZ), Dip Tchg (Auckland College Ed)
Lydia Allen (Dr)	B A, Grad Dip (Monash), M A (Canada), PhD (USA)	Susan Eden	Dip T Early Childhood (Melbourne)
David Anderton	B Ed, B App Science (Deakin)	Jane Englemann	B Ed Hons (Kingston, UK)
Elizabeth Anderton	B Arts (Deakin)	Deborah Engler	B Comm (Durban) Hons (Accounting) (UNISA) Higher Dip in Ed (Durban)
Mark Artin	B Ed (Deakin), B Arts (Deakin)	Karryn Exner	B Early Childhood (Melbourne), Grad Dip T Prim (Monash)
Greg Ashcroft	B Arts (Wilfrid Laurier Uni, Canada) Grad Dip Ed Sec (Deakin)	April Fan	B A (China), M Ed (NZ)
Jacqueline Atkins	B App Sc, B Ed (Deakin)	Nicola Farmer	B Ed (Melbourne C A E)
Paul Atkins	B App Sc, B Ed (Deakin)	Janine Fatouros	Grad Dip Ed (Monash), Grad Cert Literary Studies (Deakin), B A Criminal Justice Admin (RMIT)
Melissa Baron	Grad Dip Ed (Monash)	Adrian Fisers	B Ed (Arizona State Uni), Grad Dip Ed Policy and Administration (Monash)
Kate Bartholomeusz	B Ed and Grad Dip Ed (Deakin)	Karen Fisers	B Ed, M Ed St (Monash)
Lara Baumanis	M Ed (Secondary) (Monash)	Molly Fitzgerald	B Bus (Victoria), M Ed Secondary (Federation)
Damien Bell	B Design Industrial (Swinburne), B Design (Hons; Swinburne), Post Grad Dip Ed Sec (ACU)	Annabel Fletcher	B Secondary Ed (Monash)
David Bennett	B Physical Education (Deakin)	Kate Flood	B A, B T (ACU)
Emily Bermingham	B Mus Ed, M Mus Ed (Arizona State Uni)	Fiona Foreman	B Ed Social Science (Newcastle)
Nicole Berrell	Grad Dip Secondary Ed (ACU)	Danielle Forsyth	B ECS (Melbourne)
Eden Bourke	B Science (Melbourne), M Ed (Secondary) (Melbourne)	Meg Fortington	Grad Dip Ed Primary (Monash)
Gerard Bourke	B App Sci (RMIT), Grad Dip Ed (ACU)	Deborah Francis	B Ed (Melbourne), M Ed (Monash)
Katie Boustead	B Ed (Primary) , M Instructional Leadership	Sarah Freeman	B A, Dip Ed (Monash), M Ed (QUT), Grad Cert Adolescent Counselling (Monash)
Nicholas Bruton	B Exercise Science and Human Movement (Vic Uni), Grad Dip Ed (ACU)	Elizabeth Freemantle	B Ed (Deakin)
Eva Bukin	B Arts (Victoria), B Teaching (Melbourne), M Ed Inclusive and Special Education (Monash)	Charlotte Fry	B A Mus (VCA), Dip Ed (Melbourne), A Mus A
Michael Boyer	B PE (Deakin)	Shiyu Gao	B Ed (Monash)
Connor Callister	B Ed (La Trobe)	Laetitia Gerard	B Science (Monash), B Ed (Monash)
Debbie-rae Cameron	B Ed, B App Sc (Deakin)	Louise Gerrard	B Teaching (Primary and Secondary) (Deakin), B Fine Arts (Monash), Cert IV Youth Work (Swinburne)
Joanne Cardullo	B Ed (Melbourne), M Ed Special Ed (Deakin) Grad Cert Ed Research (Monash)	Adam Gordon	B A, Dip Ed (Monash), M Ed (USQ)
Alana Cary	B Ed Prim (ACU)	Melissa Graham	B A (Melbourne), M Ed (Deakin), Grad Dip Ed (Monash)
Lyndsay Cliffe	B A (Auckland NZ), Dip T (Auckland Teaching College)	Sherril Gurney	B Ed (Vic College Burwood), Dip T (Primary),
Sandra Coburn	B Visual Arts, B Ed Primary (Monash)	Tracey Hallam	B A (Hons), Grad Dip Ed (Monash)
Jennie Cockburn	Dip Ed (Melb State College), Grad Dip Librarianship (Melb State College)	Emily Halliday	B A (Hons; La Trobe), Grad Dip Ed Prim (Monash)
Lisa Collard	B Ed (Deakin), Grad Dip Special Ed (Deakin)	Adam Hands	B Ed (Palmerston North, Massey University, NZ)
Rachel Collins	B Ed, M Ed, M Teaching	Monica Henshaw	B Ed, BA (Deakin), Grad Dip Philosophy (Monash)
Lauren Cook	B Arts, M Ed	Joe Hewitt	B Ed Primary (Deakin), B Arts (Deakin), M Clinical Teaching (Melbourne)
Katie Cooper	B Ed, BT Primary (Deakin)	Andrew Hibbins	B Arts (Bristol, UK), M Ed (Canterbury, UK)
Szilvia Costello	B Ed, B Arts (Monash)	Mary Holstock	Dip T (Vic College Burwood)
Tanya Craig	B ExSu (ACU), Dip Ed (Monash)	Camille Hudson	B Ed (Vic College), Ad Cert Cordon Bleu Cookery (UK), Cert II Hospitality (HEV), Cert IV Workplace Training (Chisholm)
Meredith Crowden	Dip T (Melb State College), B Ed (Melb College of Adv Education)	Sally Huglin	B Ed Physical Education (Deakin)
Michelle Cugley	B Arts (Victoria), B Ed Primary (ACU)	Bronwyn Huisintveld	B A (Monash), Dip Ed (Rusden)
Michael Davies	B Ed (Deakin)		B A (Monash), B Sci (Monash), B T Primary and Secondary (Deakin)
Claire De Niese	B Creative Arts, M Teaching		
Jacob De Niese	B Arts, M Secondary Teaching (Monash)		
Desiree De Zilva	B Ed, (Early Childhood & Primary) (ACU- Sydney)		
David Diston	Dip T (Melbourne), B Arts (La Trobe)		
Mark Dunstan	Higher Dip T (Rusden)		

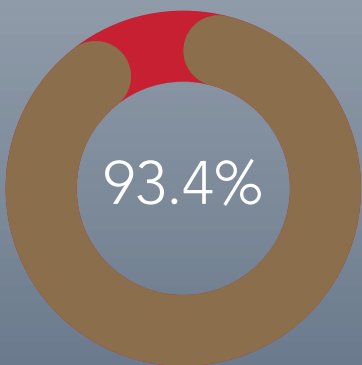
Sigrun Hurren	B Ed	Thomas Schinck	B Health and Physical Ed with Mathematics (Deakin)
Natalie Hynd	B Arts (Victoria)	Samantha Semple	B Ed (Monash)
Claise Janssen	B Applied Science, B Ed (Deakin)	Meral Simsek	B Arts (Victoria University), Grad Dip in Ed (Monash University)
Melissa Johnson	B Ed Primary (Swinburne)	Tania Smith	B Ed (VIC College), Grad Dip Education Admin (Melbourne)
Georgina Kalogiros	B Law (Deakin), M Teaching (Monash)	Allison Stekelenburg	BA (Macquarie), Dip Ed (Macquarie), M International Ed (New England), CELTA TESOL (Australian College of English)
Heather Landman	B Ed (Vic College)	Bridget Stein	B Arts (Architecture) (Deakin), B Teaching (Melbourne)
Andrew Lardner	B Sc (Deakin), B Ed Sec (Deakin), Adv Dip of Engineering (Principal Technical Officer) (Mechanical/Manufacturing) (RMIT)	Di Tan	B Design (Hons, RMIT), M T Primary (Melbourne)
Ramona Lazar	B Arts (Monash), Grad. Dip. Ed. Secondary (Monash)	Stelian Tchapkanski	B Industrial Design Hon, Dip Ed (Monash) B Arts, B Ed (Monash)
Yvette Leach	B Music (Monash), Grad. Dip Ed (Primary and Secondary) (Monash)	Amana Temple	B Applied Music (BHIT), Grad Dip (Prim) (Monash)
Delanie Lewis	B Ed Sec (Canberra)	Reghan Tilley	B Ed (Australian Catholic University)
Xiaoxiao (Sabrina) Li	M Ed (Monash), Grad Dip (RMIT), B Art (Nanjing Uni)	Patrick Tongue	B Sc, Dip Ed (Monash)
Yu (Andrew) Liu	M Ed (Monash)	Erin Tucker	B Ed (Monash)
Melissa MacEoin	B Sc (Monash), B Arts (Monash), Grad Dip Ed (Sec) (Melbourne), M Ed (Monash)	Domenica Van Dijk	B Fine Art (RMIT), Grad Dip Ed Primary, Dip Art Therapy
Tanya Maher	B Ed Secondary (Deakin), Post Grad Cert Outdoor Ed (Melb Uni) Post Grad. Dip Home economics (HEV)	Suzanne van Strien	Dip T (Melb State College), Dip PE, Ass Dip Opera (Melbourne)
Allison Mastromanno	B Teaching Arts (Deakin)	Marten Visser	B Ed Primary, Dip Children's Services B Ed, B App Sc (Deakin)
Jodie McCarthy	B Early Childhood (Melbourne) Certificate 4 Careers Education and Development (Swinburne)	Jenny Wakefield	B Des (RMIT), Grad Dip Ed Early Childhood (Monash)
Phillip McConchie	B Ed (Monash), Dip T (Primary)	Brodie Wallace	B Ed Primary (Deakin)
Laurie McDonald	B Sci Ed (Melbourne), Grad Dip (Monash)	Brooke White	M Ed IB (Melbourne)
Danielle McDowell	B Ed (Sec) (Rusden)	Nicole Whitney	B Sc (Hons) (Swinburne), M Teach (Melb), PhD (UNE)
Allison McEaney	B Ed Sec (Deakin), B T Prim (Charles Sturt)	Robbie Xin	BA (ACU), B Music (ACU), M Ed Primary (ACU), AMusA (Voice), LMusA (Voice)
Steven Middleton (Dr)	B A, Dip Ed, M Ed (Melbourne), M Bus M (Deakin), D Ed (Melbourne)	Todd Zadow (Dr)	
Sally Oliver	B Ed (Monash), N Ed (Melbourne)		
Veena Pai	B Ed (MG University, India) MSc Physics (MG University, India)		
Sian Parry	B Ed Music (Melbourne)		
Dion Pavic	B Science (Deakin), Dip Ed (Monash)		
Linzy Pattison	B Ed, Cert 4 Outdoor Recreation		
Manny Peresso	B Applied Science, Adv Diploma of Education		
Natalie Petruccelli	B A, Grad Dip (Monash), Dip Ed (Melbourne)		
Jake Powell	B Physical Ed and Health (Honours)		
Sara Powell	B Art Sociology, B Ed (Prim), M Ed Special Inclusive Ed		
Chantelle Pumphrey	B Exercise Science, Dip Ed (Sec)		
Coral Rafferty	B Music (Melbourne), B Ed (Monash), Grad Dip Ed (Melbourne), M Music (Melbourne)		
Jose Rault	B App Sc (RMIT), M Teach (Melbourne)		
Bronte Raux	B Ed (Honours) (Monash), B Arts (Monash)		
Lynette Richardson	B Music Ed (Melbourne)		
Lee Ridoutt	B Science (Canterbury), Dip ed (Monash)		
Peter Robertson	B A, Grad Dip Ed (Primary), M Ed (Leadership, Policy and Change)		
Matthew Robson	B Arts (Monash) B Sc (Monash), M Teaching (Monash)		
Annette Rome (Dr)	B Sc (Hons), Dip.Ed, PhD (Melbourne) FACE, FACEL		
Elaine Rogers	BA, Grad Dip Ed (Sec) (Monash)		
Tracey Sawyers	B Nursing (Fed Uni), M Teaching (Early Childhood Education) (Deakin)		
Louise Sayar	B Ed, M Ed (Gifted and Talented), Dip Teaching (Primary)		

Key Statistics

Work Force Composition



Attendance



Our whole school student attendance percentage for 2024 was 93.43%. Any unexplained absences are followed up by the relevant school section, through the house and homeroom attendance process.

Whole School teaching staff attendance 95.99%

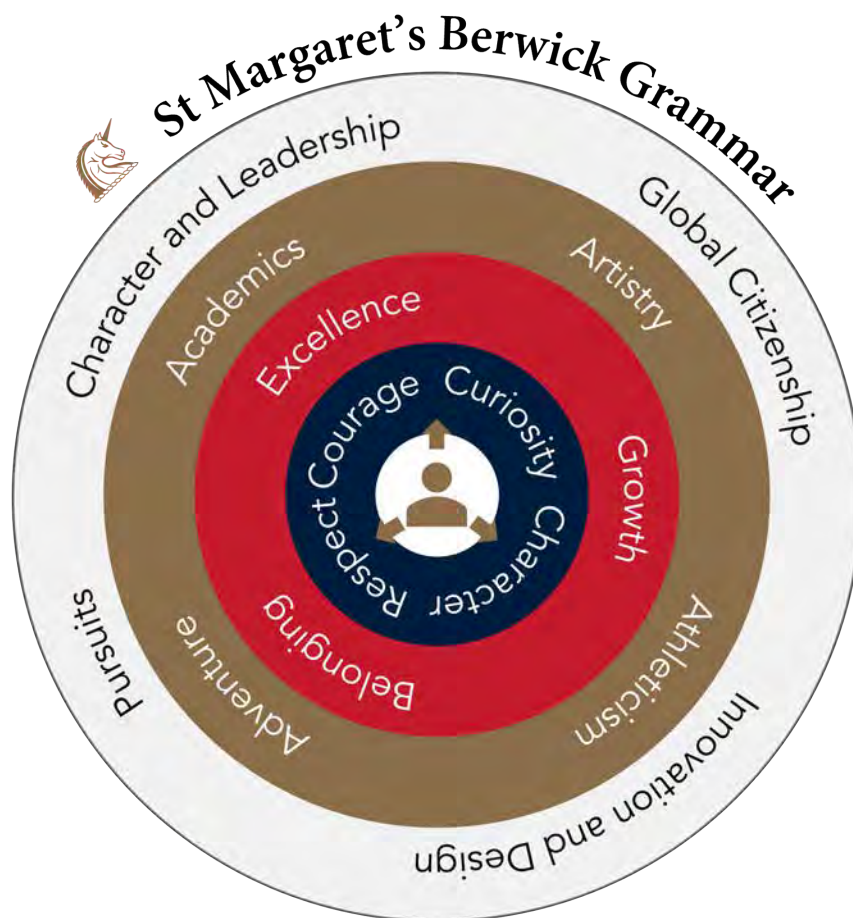
Whole School teaching staff retention 93.20%

Enrolments and Class Sizes

Enrolments Prep to Year 12 877

Whole School Average class size 18

Average VCE class size 12



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