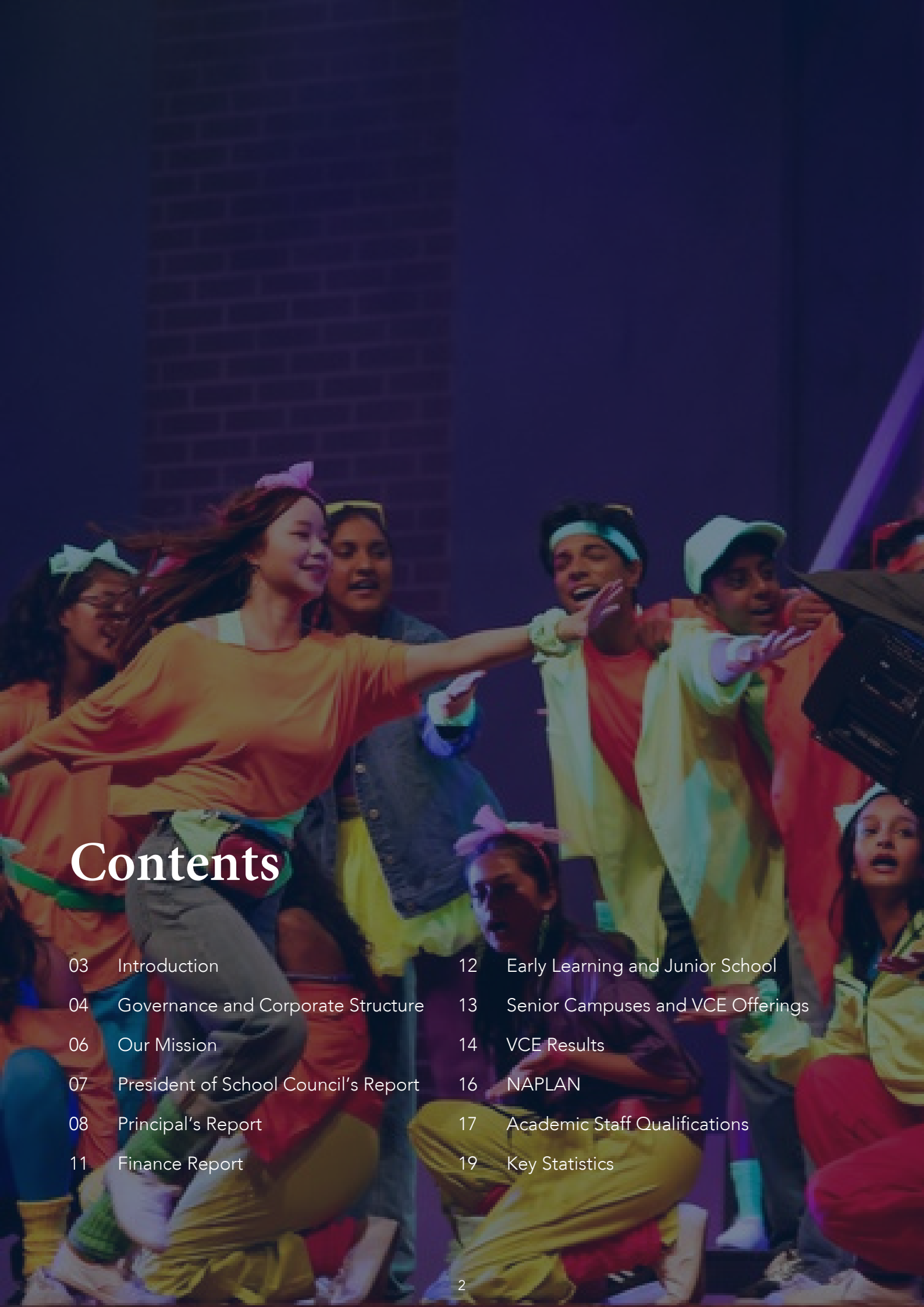




Annual Report

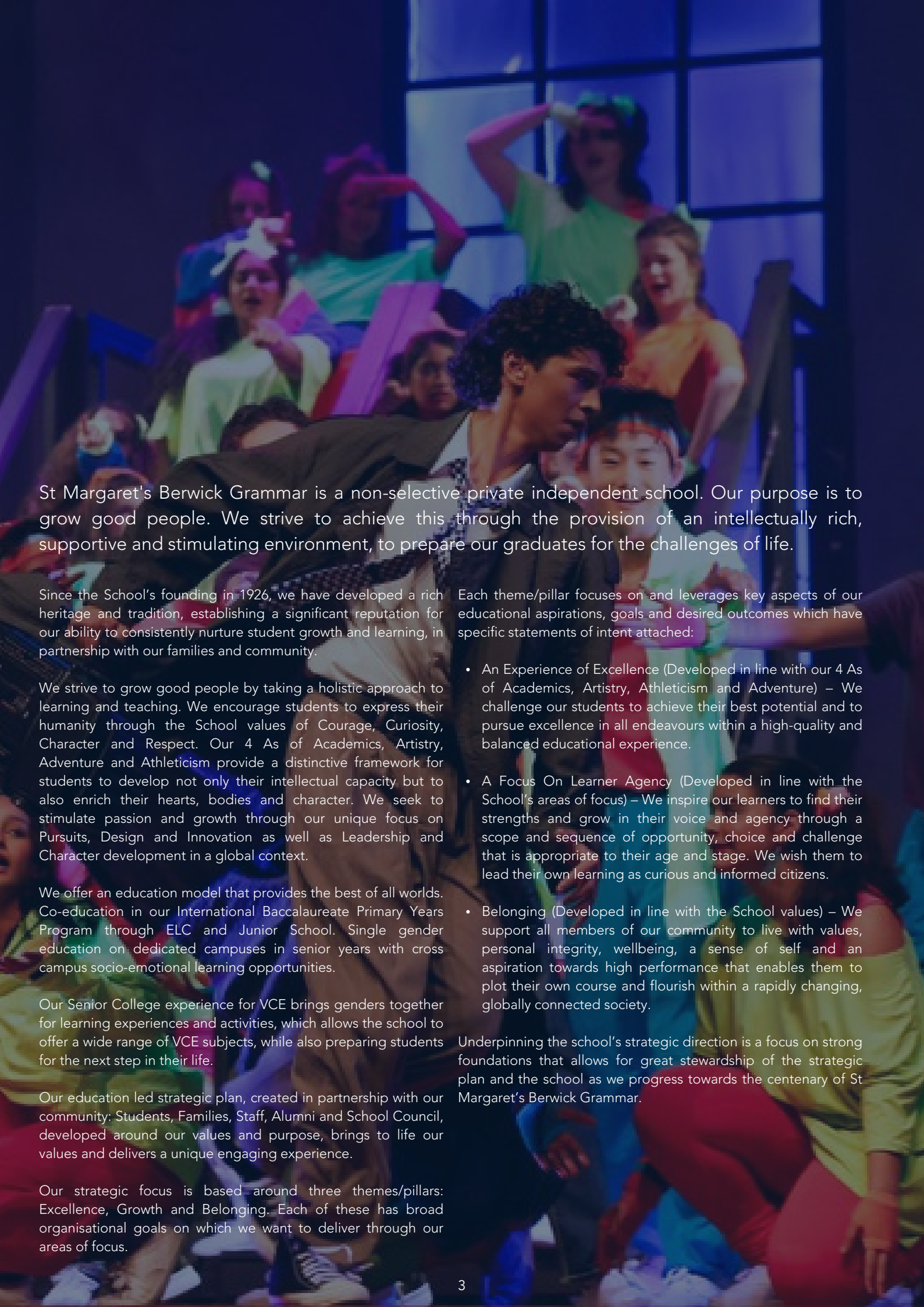
St Margaret's Berwick Grammar
2025





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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.

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

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
- St Margaret's School and Berwick Grammar School 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 T Lindsey AO

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

- Deputy President of School Council
- Executive and Governance Committee
- Finance and Risk Management Committee
- Chair, St Margaret's School and Berwick Grammar School Foundation Limited

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.

Mrs Abbey Madden

- School Council

Prof A Newman

LLB, MA in Japanese, PhD, GCAP

- School Council

Mr S Pritchard (Resigned May 2025)

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

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

Mrs A Ridgway

B.Sc (Aquaculture), Masters Property

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

Mr B Singh (Resigned November 2025)

- School Council
- Finance and Risk Management Committee

Mrs J Utan

B Eng (Mechanical and Computing), MBA

- School Council
- Chair, Finance and Risk Management Committee (From May 2025)

Mr Dinesh Weerakkody (Appointed May 2025)

LLB, Diploma in Legal Practice

- School Council

2025 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

Mr Scott Feehan (Joined November 2025)

B Comm, M of Enterprise (Executive)

- Chief Operating Officer

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 Raed Phizacklea

Dip. Information Technology (Network Engineering)

- Executive Director ICT

Mr Nigel Halsey

B BA (Hons)

- Executive Director of Advancement



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

President of Council's Report



Fiona Templar
President of School Council

This year has been another remarkable chapter in the life of St Margaret's Berwick Grammar. At the heart of everything we do are the values that have shaped our School for almost a century - Courage, Curiosity, Character and Respect. These are more than words on a crest; they are the foundation of who we are.

We have seen courage as students step forward to embrace new challenges on stage, in academic competitions, and across our sporting arenas.

We have seen curiosity as they explore innovation in science, technology, and the arts, questioning boldly and discovering with enthusiasm.

We have seen respect in the way students support one another, mentor younger peers, and show kindness across our community.

And most importantly, we have seen character—in leadership, in service, and in the quiet moments where students choose the right path simply because it is right.

These qualities continue to set St Margaret's Berwick Grammar apart. We are not preparing students solely for examinations; we are preparing them for life.

Our forward planning remains one of our great strengths. This year, the School has maintained a strong and sustainable financial position ensuring growth while remaining accessible to our community.

We are pleased to see continued, steady enrolment growth, a clear indicator that families across our region value the educational experience offered at SMBG.

We have also managed rising operational costs with care, ensuring that modest fee increases are balanced by continued investment in what matters most: the learning environment, student wellbeing, and enriching opportunities.

Several significant projects have progressed this year. The refurbishment of the Woodyatt Centre provides modern, flexible spaces for learning and collaboration. Restoration works on our heritage building Kippenross will deliver contemporary breakout spaces for staff and students.

Enhancements to outdoor learning areas, digital infrastructure, and ongoing upgrades to sports and performing arts facilities further demonstrate our commitment to creating spaces where great teaching and learning can flourish.

None of these achievements would be possible without the dedication of remarkable people.

Our Principal, Dr Annette Rome, has had another exceptional year, representing our School at international conferences and providing our students with opportunities on the global stage. On behalf of the School Council, I extend my sincere thanks to Dr Rome for her vision, warmth and tireless leadership.

I also acknowledge the broader School Executive Team, whose leadership ensures that our students and community are supported to thrive each day. To our passionate teachers and staff - thank you for modelling our values and nurturing excellence with kindness and respect.

This year we farewelled Dr Steven Middleton, whose energy, insight and characteristic wit have been hallmarks of his time as Associate Principal. We express our sincere gratitude for his contribution and wish him every success as he steps into his new principalship.

To my fellow Council members - Patrick Brennan, Prof Tim Lindsay, Julia Utan, Bahnu Singh, Sam Pritchard, Amy Ridgway, Abbey Madden, Prof Alex Newman, Dominick Elfick and Dinesh Weerakkody, thank you for your commitment, wisdom and teamwork. It is a privilege to help guide the future of our School alongside you.



Kippenross House



Woodyatt Centre

Principal's Report



Dr Annette Rome
Principal

What a remarkable year we have had. 2025 was a year of many successes, including record enrolments, powerful NAPLAN, VCE and other results, building projects including Woodyatt, Kippenross restoration, and Junior School work. Our student well being is significantly above benchmark for no bullying, no racism and general satisfaction.

This is very pleasing. We are looking forward to our 100 years with a supportive community. Two recent external reviews of operations described the school as 'flourishing'.

One of the more significant opportunities I had in 2025, along with teachers Kate Bartholomeusz, Tracey Hallam, Karen Exner and Dr Michelle Andrews Luke, was being involved in the production of a book through Prof Zane Diamond and Monash University, looking at how we develop wisdom in young people. While wisdom is variously defined, some common elements reflect the notion of 'living well' that compels individuals to act in ways that consider not just personal benefits but the well-being of others and the broader community.

The crucial importance of consciously considering the development of wisdom in our actions as a school struck me while writing my chapter. In Indigenous knowledge systems, wisdom purposefully links individual flourishing with collective well being. They are not considered separate. So, if we are to consider the 'being' of children, we cannot separate cognition (the intellectual) from social and emotional development. If we focus solely on the cognitive, we end up with fragmented individuals.

Further, we are told that even before the AI explosion, the amount of information available to us was doubling every 12 hours, so building one's self-worth on how much knowledge one might 'know' is unattainable and will never be mastered.

Too often in our world, we believe we have to choose between the highly academic and other areas of development. This is a particularly Western concept and one that neglects the possibility that we can live a pluralistic life where academics, even though they are crucial, form but part of the journey of a young person.

I suggest that our focus on the four As of the Academic Artistry, Athleticism, and Adventure reflects the importance of developing the whole child, because, quite frankly, if one does not, we are not doing those little people and bigger people justice. Through the 4 As, we give young people the skills to be

able to navigate cognitive and emotional complexity simultaneously. Young people will need mental and intellectual virtuosity to move forward in humane and ethical ways in our current challenging world. At SMBG, we talk often about Excellence, Growth, and Belonging, and 'Belonging' is recognised in education as a key element of positive mental health and agency. How is it even possible that one might feel 'belonging' without thinking of those other than ourselves? People who think of others every hour of every day are our teachers.

The innovation, bravery, and care demonstrated by our staff and students are being captured in our 100 year history book being released in 2026. I have learnt so much about this wise community through the book process. Not only were we the first school where girls started wearing trousers over 80 years ago, we were also one of 2 schools in the world to have their own mounted horse brigade, let alone the aircraft monitoring system established on the hill in WWII, where the girls reported into the RAAF every day. We were the second school to introduce laptops in Australia, and more recently the only school to involve students as part of the UNESCO global citizenship teacher project, the results of which were presented in Korea earlier this year. Our students also contributed to the review of the national curriculum alongside teachers. At a national ACEL conference in Sydney in September, one of our parents (a teacher elsewhere) publicly shared to the 500 assembled how her 7-year-old daughter at SMBG led her own Student-Led Conference and that she had been doing this since she was 3 years old. The hall audibly gasped.

Our students were also invited to speak about one of the emerging areas in education: AI. Students presented on 'AI in Education' for Casey Council to an audience of teachers. Other activities we are involved in relating to AI in education include our involvement in AIEOU (AI in Education at Oxford University) Research Hub and the Shijiazhuang, China: Global K12, Education Research Association "Improving Education through Digital Innovation" conference.

These relationships, as well as our close link to ACEL, keep us well informed regarding developments in AI. We are cognisant that AI reflects the cleverness as well as the ignorance of our species.

But back to the 4 As.

Academic results are important, and the school remains consistently in the top 1% schools for VCE/NAPLAN results nationally. Our ELC is regularly rated as Outstanding and is oversubscribed. Extension opportunities for students in Artistry and Academics included optional involvement in 3 major musicals, 3 annual concerts, dance, extensive choirs, orchestras and ensembles. Over 65% students undertake extra individual or small group musical or dance training. The Visual & Design Arts continued to flourish this year with students exhibiting their work both in our community and interstate. For the second year in a row, Madeleine Andrews Luke has been shortlisted for the National Young Archies Portrait Prize.

As a host school for DAV Debating, the school consistently reaches regional and state-level finals for debating and public speaking. Academic engagement is reflected in national success in History, Maths, English, and Science competitions.

In Athleticism, the school was represented at the state or national level in 8 sports: softball, swimming, snowsports, basketball, soccer, table tennis, volleyball and Australian Rules Football as well as SSV, GSV and SIS sport involvement and success.

The Adventure program ensures students access growth experiences from Year 3 onwards, with recent international experiences in the UK, France, Cambodia, Thailand, and New Zealand.

The national/international profile is significant, with frequent invitations to represent Australia, following on from the OECD presentation in Paris (2023). We were the only Australian school invited to the 22nd Conference on International Exchange of Professionals in China (2024), and as principal, I recently presented on AI in Education at the Shijiazhuang GERA K-12 Conference. Our head psychologist, Dr Michelle Andrews Luke, was also selected to present at the World Congress on Positive Psychology (2025).

The school is involved in the groundbreaking Positive Humanity Project (commenced 2024). This project links the University of Melbourne with the whole community, including Indigenous brothers and sisters through Murrundindi, Ngurungaeta of the Wurrundjerri. This project is also of interest to Monash University through the #GlobalWisdomLab and the Yarning Circles Program component. The work has resulted in 2 international conference presentations and 3 chapters in 'Learning and Teaching for Wisdom' for 2026 publication (Routledge). Further, the school is one of 3 in Australia to be involved in the UNESCO ACER-APCEIU Global Citizenship project.

The impact of our wellbeing support is palpable. Mission Australia Youth Survey results are significantly better than state/national averages (and trending positively). Safety survey results indicate nearly all students feel free from discrimination or bias at school, respected by all, and have a very positive relationship with teachers. Further, almost all report no bullying and care about learning. Staff metrics indicate the vast majority of staff reported feeling good or coping well, again, well above benchmarks. Visitors and new members of staff frequently cite the high levels of positivity at the school. The new Enterprise Agreement went through seamlessly and in record time.

These are outstanding achievements.

Anecdotal feedback is equally strong; a new staff member noted she could not believe she is in the same profession when she compared us to her last school, and another noted we have restored her faith in humanity. That is the power of our school.

We are a unique community that values all humanity, knows what it stands for, and is constantly thirsty to improve.

Staff recognition includes Head of Department of the Year national winners 2024 (Science) and 2025 (Performing Arts). Excellence Awards for Deputy Principal of the Year, 2024 and 2025, Principal of the Year 2023, 2024 and Most Influential Educator 2024, 2025. Other staff recognition includes Sabrina Li's award as Monash Alumni for 2025 and the whole school has been awarded Employer of Choice 3 times over the last few years.

In 2025, the school received an Excellence Award for Australian Secondary School of the Year.

Sally Oliver has been selected to train other teachers to become Highly Accomplished and Lead by ISV and Jo Cardullo continues her PhD.

This is on top of the many teachers who have already completed other courses and qualifications. Staff and students were invited to speak at national and international conferences in Beijing, Queensland, Sydney, and Melbourne.

The School has now produced 2 principals in 5 years (Steven Middleton & Fiona Williams). As always, I am so proud of our staff.

We are saying goodbye to a few staff members who have supported and cared for colleagues and students. Each of these people has, I know, influenced others with their care, compassion and knowledge. This year, we said goodbye to Meral Simsek, Cora Alvarez, Matt Anderton, Fiona Foreman and Amanda Dickson. After decades of service, we farewelled with great love, Heather Landman and the delightful Jenny Wakefield. Special mention must also go to Ms Melissa Graham, the Deputy Principal of Junior School. After 24 years of extraordinary service to the school, we say goodbye and thank you.

Finally, I will take this opportunity to make a specific mention of some people. The Senior Executive – Associate Principal, Dr Steven Middleton; Vice Principal, Ms Meg Fortington, Head of Junior School, Ms Louise Sayar; Director of Engagement, Mr Nigel Halsey, Director of Business Operations, Mark Janke and Mr Scott Feehan, our incoming Chief Operating Officer, I thank you for your support, creativity, problem-solving capacity, flexibility, and collaboration.

We wish Steven well as he embraces the principalship at Pittwater House School in Sydney. He has impacted so many students. He has initiated so many symbolic actions and references, alongside significant student and staff wellbeing programs based on 'belonging'. He has created a culture where students share freely and willingly when they witness behaviours, attitudes, and beliefs that contradict our school values. We will miss his wit, insights, wordsmithing, and the incredible support he gives all, particularly colleagues.

I thank all our leaders, including Sue Eden, Peter Robertson, Mel Graham, Brooke White, Tanya Maher, David Bennett, Andrew Lardner, Delanie Lewis, Jacqui Atkins, Suzanne van Strien, David Anderton, Fiona Foreman, Berwick Heads of House and Officer Heads of House.

Thank you also to our leaders in Artistry - Marten Visser, Athleticism – Paddy Tongue, Adventure - Michael Boyer & Academics – Meg Fortington. I also pay particular attention to our ESS who maintain systems, buildings and grounds to be some of the best around.

Thank you to Council members for all you do to bring frank and open conversations to the table, and I thank the President of Council, Mrs Fiona Templar, for her ongoing support, both personally and professionally.

Our students have continued to be their delightful selves, working to do their best and for the betterment of all humanity and the planet.

All School Captains and other leaders have led with humour, empathy, and great care and I know all students will inspire others through Courage, Curiosity, Character, and Respect.

So, for all of us: Virtute et Labore.



Finance Report



Scott Feehan*
Chief Operating Officer

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 Mrs Julia Utan. This Committee is comprised of school councilors, Ms Fiona Templar, Mr Patrick Brennan and Prof. Tim Lindsey. 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

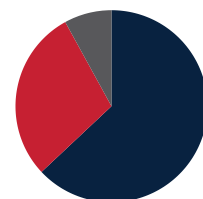
The strategic direction, including building, costing, maintaining and refurbishing of our buildings and facilities is the responsibility of the Buildings and Grounds committee, a committee of the School Council. This committee is chaired by Mr Patrick Brennan, and is comprised of school councilors

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.

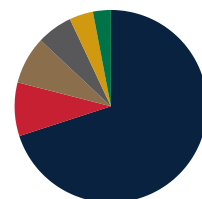
The School acknowledges and appreciates the team of dedicated maintenance, grounds, cleaning and administrative staff who continue to exceed our high standards and to deliver the best possible facilities for our students.

St Margaret's School Year End 31 December 2025

Income	(\$'000)	%
Tuition fees	25,373	61
Grants	11,899	29
Contribution revenues	0	0
Other income	4,313	10
Total income	41,585	



Expenditure	(\$'000)	%
Salary and related costs	26,140	70
Administration and general	3,593	10
Teaching materials	3,410	9
Depreciation	1,424	4
Buildings and grounds	1,877	5
Interest	1,130	3
Total expenditure	37,575	



Total expenditure	37,575
Total surplus	4,010

* The 2025 Finance Report is completed by Mr Scott Feehan, who joined SMBG in November, 2025 as Chief Operating Officer.

ELC and Junior School



Louise Sayar
Head of Junior School

The Junior School has enjoyed an extraordinary year of achievement, creativity, and growth in 2025. Our students have excelled academically, artistically, and athletically, reflecting the strength of our programs and the dedication of our staff. Every child has made meaningful progress this year right from the first year in Prep—some in bold leaps, others through steady steps. Each achievement matters, because growth often begins in those small moments where confidence builds and learning takes root. With determination and resilience, the children have worked toward personal goals, learned new skills, and overcome challenges. These successes - academic, social, and personal - are truly worth celebrating.

Our NAPLAN results continue to shine, with Writing, Spelling, and Grammar and Punctuation well above national and state averages, particularly in Years 3 and 5 Writing. Numeracy also showed strong improvement, with Year 5 results trending upward over three years—a testament to our students' hard work and our teachers' expertise.

Competitions provided further opportunities for excellence. In the National History Challenge, two students earned Victorian Young Historian Silver Awards, marking the ninth consecutive year of state level recognition. Mathematics was another area of distinction: in the Australian Maths Competition, students achieved 4 High Distinctions, 11 Distinctions, and multiple Credits and Proficiency awards. In the international Kangourou sans Frontières contest, participants earned 18 Credits, 4 Distinctions, and 1 High Distinction. Our budding writers also impressed in the Casey Fresh Words Young Writers Competition, with seven Honorable Mentions and a poetry award. Science talent thrived too, with 4 Merits, 3 Distinctions, and 2 Major Bursaries in the Science Talent Search.

Learning extended beyond the classroom through vibrant projects. Year 5 students showcased environmental action projects in their Sharing the Planet exhibition, while Year 6 explored creativity and identity in the PYP Exhibition themed "How We Express Ourselves." These experiences fostered collaboration, critical thinking, and global awareness.

The Arts flourished in 2025. Students explored clay and digital art, culminating in an inspiring Artist in Residence program with Jess Gannaway. Music remained a cornerstone of Junior School life, from choirs and ensembles to the much-loved Year 5 Band program.

Highlights included performances at the Just Add Music Festival and the spectacular Year 2–6 Concert – Echoes from the East, celebrating culture through music.

Camps provided rich opportunities for growth, from Canberra's civic institutions for Year 6 to hands-on history at Sovereign Hill for Year 5. Younger students embraced adventure at Camp Jungai, building resilience and teamwork. Our House Program continued to strengthen connections and wellbeing across year levels.

2025 was a standout year in sport. Students excelled in swimming, athletics, and cross-country, while team sports brought home victories in basketball, netball, soccer, and tee ball. Notably, our girls won the SMBG Netball Challenge for the first time in 24 years and dominated regional competitions.

I thank our School Captain team: Declan D'Souza, Ava Leenus, Reyen Vrdavn and Sahara Samarasinghe. They set a high standard for the students through their leadership, acquitting themselves well with their respective roles.

We welcomed new staff, including Ms Marie Rezkallah for French, and thanked Ms Gerard and Ms Pumphrey for their contributions as they transition to Senior School.

With gratitude and sadness, we farewell Melissa Graham, whose 24 years of leadership and service have left an indelible mark on our Junior School.

As we reflect on 2025, we celebrate a year of excellence, creativity, and community - and look forward to building on this success in 2026, our Centenary year.



Senior Campuses

Dr Steven Middleton
Associate Principal



As I prepare to leave St Margaret's Berwick Grammar after 8½ profoundly meaningful years, I find myself reflecting on what makes this place not just a school, but a community defined by purpose, heritage, and heart. It is impossible to sum up such a journey in a few paragraphs, but I hope to capture at least a little of what I will carry with me as I move on to my next chapter as the Principal of Pittwater House School in Sydney.

St Margaret's Berwick Grammar is a school built on strong foundations. Its rich history continues to guide our identity, reminding us that we are stewards of a legacy much larger than ourselves. Every tradition, every story, every milestone contributes to a tapestry woven over generations. The unicorn - our emblem - has always symbolised for me the rare, aspirational spirit of this school: strong, graceful, imaginative, and unwavering in its pursuit of excellence.

What I have always cherished about St Margaret's Berwick Grammar is its commitment to holistic education. Here, academic excellence is nurtured with intention and purpose, but never in isolation.

Our students are encouraged to grow not just as scholars, but as individuals of character—curious, compassionate, respectful and ready to contribute meaningfully to the world.

This philosophy comes alive in our co-curricular programs. In the arts, our students find their voices and discover new ways to tell their stories.

Through adventure learning, they test their courage, develop leadership, and learn the value of stepping beyond the familiar. In athletic pursuits, they experience the discipline, teamwork, and joy that come from striving toward shared goals.

These opportunities don't just complement our academic program—they complete it.

Our motto, *virtute et labore*, encapsulates everything I have witnessed within these school grounds: students who work hard not because they must, but because they are inspired to; educators who lead with both expertise and care; and a community that consistently chooses integrity, kindness, and effort, even when no one is watching.

It has been a privilege in my career to see our values lived out daily. As I step into my new role, I do so with gratitude for all that St Margaret's Berwick Grammar has taught me. This school has shaped me just as I have hoped to shape it, and I will forever carry with me the memories, relationships, and lessons that have defined these 8½ years.

To the students, staff, and families - thank you for your trust, your commitment, and your belief in what our school can be. You will always have my admiration, my respect, and a very special place in my heart.

Virtute et labore - may these words continue to guide the unicorn's path long into the future beyond 2026, our mighty centenary year!

VCE subject offerings 2025*

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.



VCE Results

In 2025 the School obtained a tremendous set of results whilst endeavouring to ensure every young person has had the opportunity to develop across the 4 As of academics, artistry, adventure and athleticism.

We celebrate the incredible commitment, resilience and dedication all our students have displayed, particularly through the early years of their secondary schooling, which were Covid disrupted. The Class of 2025 have displayed remarkable optimism and character in their educational journeys and today we join with them, their families and teachers in celebrating these significant outcomes.

While all young people are much more than a number, we 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. A sense of belonging was apparent in the warmth and celebration evidenced at Speech Night, Valedictory and social events such as the Formal. The class of 2025 will always be united through their shared experiences, some lasting 13 years or more. This year's cohort is passionate about justice and being the best they can be for all humanity and the planet.

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 that 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 and contributes to their strong sense of identity.

Whilst there are many wonderful highlights to digest, the overall ATAR scores are one element that reflects the performance of the VCE Class of 2025.

Top 1% In The State

ATAR 99+

3 students achieved
an
ATAR of 99+

Top 5% In The State

ATAR 95+

17% of students
achieved an
ATAR of 95+

Top 10% In The State

ATAR 90+

39% of students
achieved an
ATAR of 90+

ATAR 90+

50% of Senior Girls
achieved an
ATAR of 90+

ATAR 90+

17% of Senior Boys
achieved an
ATAR of 90+

Median ATAR

Senior Girls

90

Median ATAR

Senior Boys

75

Median Study
Score

Senior Girls

34



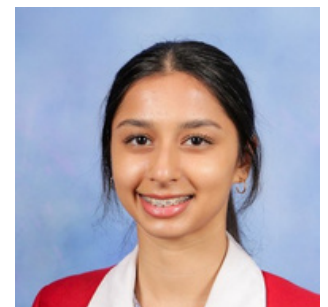
Senior Girls DUX
Bridie Craig ATAR 99.25



Senior Girls DUX
Kiara Gunasekara ATAR 99.25



Senior Boys DUX
Oliver Pinnock ATAR 96.2

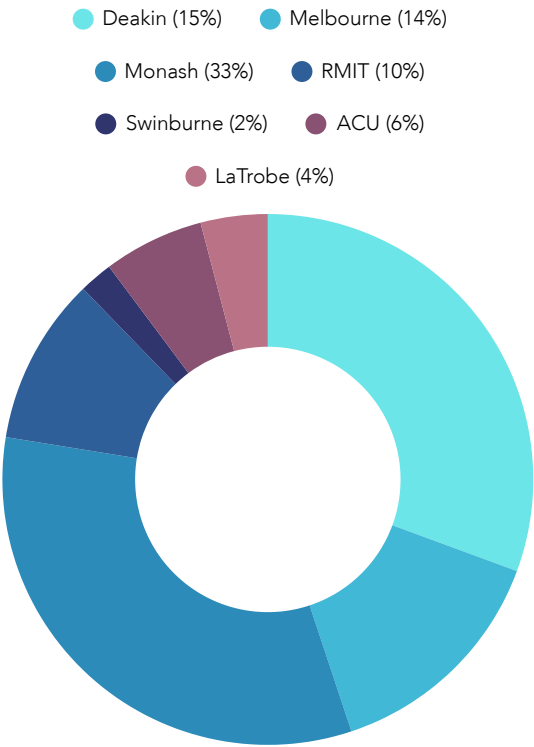


Nidhi Pilathinja
attained a perfect study
score in Health and Human
Studies

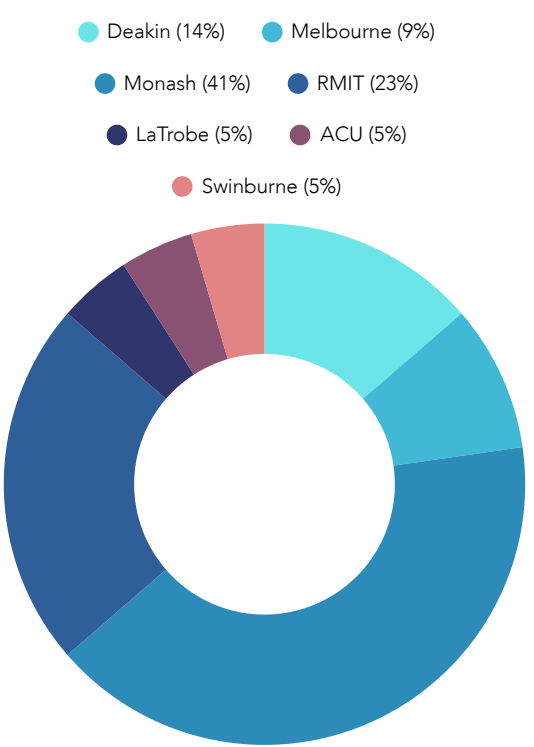
Class of 2025 Tertiary Destinations and Fields of Study

All of our 2025 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.

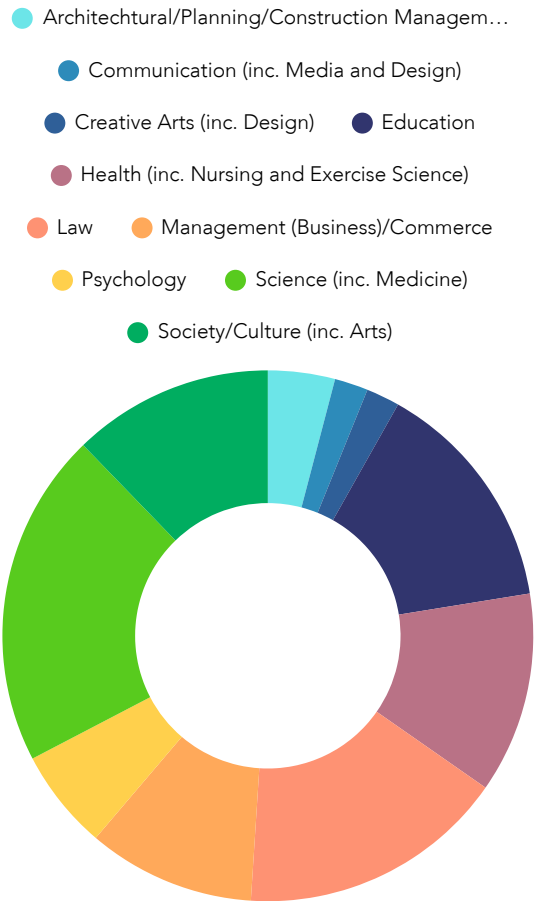
Girls' Tertiary Destinations



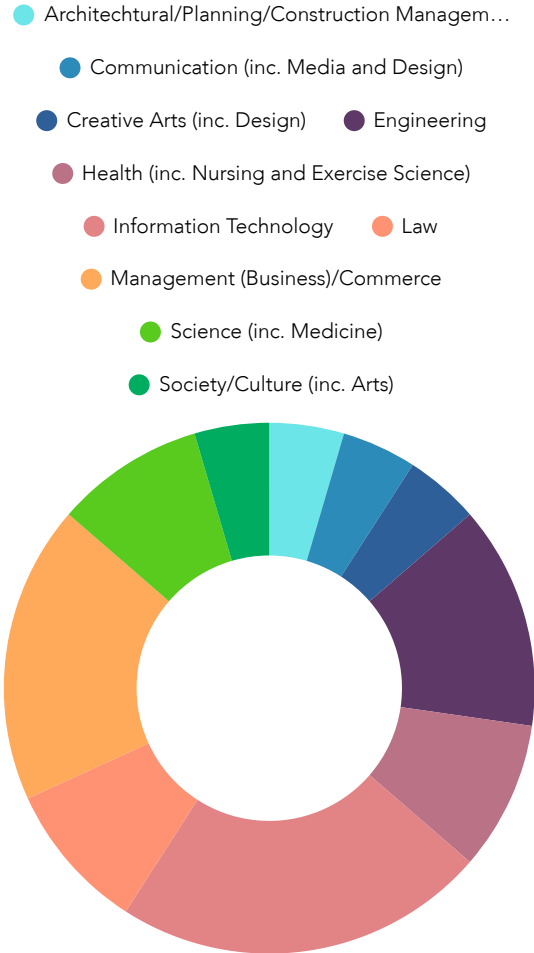
Boys' Tertiary Destinations



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 schools. In all 20 domains the school was significantly above 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.

2025 NAPLAN	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	470	466	469	483	456
Year 5	540	547	530	555	553
Year 7	605	605	594	625	634
Year 9	624	640	610	634	651

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

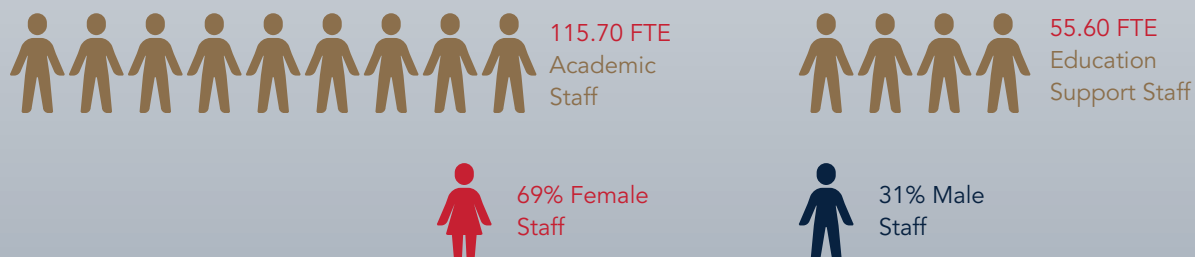
2025 Academic Staff

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 Deborah Engler	Dip T Early Childhood (Melbourne) B Comm (Durban) Hons (Accounting) (UNISA) Higher Dip in Ed (Durban)
Cora Alvarez	BA, LLB, Grad Dip Teaching	Karryn Exner	B Early Childhood (Melbourne), Grad Dip T Prim (Monash)
David Anderton	B Ed, B App Science (Deakin)	April Fan	B A (China), M Ed (NZ)
Elizabeth Anderton	B Arts (Deakin)	Nicola Farmer	B Ed (Melbourne C A E)
Mark Artin	B Ed (Deakin), B Arts (Deakin)	Janine Fatouros	Grad Dip Ed (Monash), Grad Cert Literary Studies (Deakin), B A Criminal Justice Admin (RMIT)
Greg Ashcroft	B Arts (Wilfrid Laurier Uni, Canada) Grad Dip Ed Sec (Deakin)	Adrian Fisers	B Ed (Arizona State Uni), Grad Dip Ed Policy and Administration (Monash)
Jacqueline Atkins	B App Sc, B Ed (Deakin)	Molly Fitzgerald	B Bus (Victoria), M Ed Secondary (Federation)
Paul Atkins	B App Sc, B Ed (Deakin)	Annabel Fletcher	B Secondary Ed (Monash)
Melissa Baron	Grad Dip Ed (Monash)	Kate Flood	B A, B T (ACU)
Kate Bartholomeusz	B Ed and Grad Dip Ed (Deakin)	Fiona Foreman	B Ed Social Science (Newcastle)
Lara Baumanis	M Ed (Secondary) (Monash)	Danielle Forsyth	B ECS (Melbourne)
Damien Bell	B Design Industrial (Swinburne), B Design (Hons; Swinburne), Post Grad Dip Ed Sec (ACU)	Meg Fortington	Grad Dip Ed Primary (Monash)
David Bennett	B Physical Education (Deakin)	Sarah Freeman	B Ed (Melbourne), M Ed (Monash)
Emily Bermingham	B Mus Ed, M Mus Ed (Arizona State Uni)	Elizabeth Freemantle	B Ed (Deakin)
Nicole Berrell	Grad Dip Secondary Ed (ACU)	Charlotte Fry	B A Mus (VCA), Dip Ed (Melbourne), A Mus A
Kimberley Biggs	B Arts (Public Relations) (Deakin), Grad Dip Education	Shiyu Gao	B Ed (Monash)
Eden Bourke	B Science (Melbourne), M Ed (Secondary) (Melbourne)	Larissa Garas	B Science (Monash), B Ed (Monash)
Gerard Bourke	B App Sci (RMIT), Grad Dip Ed (ACU)	Laetitia Gerard	B Ed P-10 Monash University
Katie Boustead	B Ed (Primary) , M Instructional Leadership	Louise Gerrard	B Teaching (Primary and Secondary) (Deakin), B Fine Arts (Monash), Cert IV Youth Work (Swinburne)
Nicholas Bruton	B Exercise Science and Human Movement (Vic Uni), Grad Dip Ed (ACU)	Adam Gordon	B A, Dip Ed (Monash), M Ed (USQ)
Eva Bukin	B Arts (Victoria), B Teaching (Melbourne), M Ed Inclusive and Special Education (Monash)	Melissa Graham	B A (Melbourne), M Ed (Deakin), Grad Dip Ed (Monash)
Michael Boyer	B PE (Deakin)	Cyriac Grigorious	B Ed (Vic College Burwood), Dip T (Primary)
Connor Callister	B Ed (La Trobe)	Sherril Gurney	PhD (Newcastle)
Joanne Cardullo	B Ed (Melbourne), M Ed Special Ed (Deakin) Grad Cert Ed Research (Monash)	Tracey Hallam	B A (Hons), Grad Dip Ed (Monash)
Alana Cary	B Ed Prim (ACU)	Emily Halliday	B A (Hons; La Trobe), Grad Dip Ed Prim (Monash)
James Chanter	Masters of Education (Melb)	Adam Hands	B Ed (Palmerston North, Massey University, NZ)
Xiang Chen	BA (CCNU, China), MM (ANU), DMA (NE,US), Grad Dip LOTE (Deakin)	Monica Henshaw	B Ed, BA (Deakin), Grad Dip Philosophy (Monash)
Lyndsay Cliffe	B A (Auckland NZ), Dip T (Auckland Teaching College)	Joe Hewitt	B Ed Primary (Deakin), B Arts (Deakin), M Clinical Teaching (Melbourne)
Sandra Coburn	B Visual Arts, B Ed Primary (Monash)	Andrew Hibbins	B Arts (Bristol, UK), M Ed (Canterbury, UK)
Jennie Cockburn	Dip Ed (Melb State College), Grad Dip Librarianship (Melb State College)	Nicholas Hofmann	Dip T (Vic College Burwood)
Lisa Collard	B Ed (Deakin), Grad Dip Special Ed (Deakin)	Mary Holstock	B Ed Secondary (Monash), B Ed Sport and Recreation (Monash)
Rachel Collins	B Ed, M Ed, M Teaching	Bronwyn Huisintveld	B Ed (Vic College), Ad Cert Cordon Bleu Cookery (UK), Cert II Hospitality (HEV), Cert IV Workplace Training (Chisholm)
Lauren Cook	B Arts, M Ed	Lauren Hutchinson	B A (Monash), B Sci (Monash), B T Primary and Secondary (Deakin)
Katie Cooper	B Ed, BT Primary (Deakin)		B Ed (Deakin)
Szilvia Costello	B Ed, B Arts (Monash)		
Tanya Craig	B ExSu (ACU), Dip Ed (Monash)		
Michelle Cugley	B Arts (Victoria), B Ed Primary (ACU)		
Michael Davies	B Ed (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	Elaine Rogers	BA, Grad Dip Ed (Sec) (Monash)
Natalie Hynd	B Arts (Victoria)	Tracey Sawyers	B Nursing (Fed Uni), M Teaching (Early Childhood Education) (Deakin)
Claise Janssen	B Applied Science, B Ed (Deakin)		
Melissa Johnson	B Ed Primary (Swinburne)	Louise Sayar	B Ed, M Ed (Gifted and Talented), Dip Teaching (Primary)
Georgina Kalogiros	B Law (Deakin), M Teaching (Monash)	Karla Schenk	B Primary Ed (ACU)
Heather Landman	B Ed (Vic College)	Thomas Schinck	B Health and Physical Ed with Mathematics (Deakin)
Andrew Lardner	B Sc (Deakin), B Ed Sec (Deakin), Adv Dip of Engineering (Principal Technical Officer) (Mechanical/Manufacturing) (RMIT)	Samantha Semple	B Ed (Monash)
Ramona Lazar	B Arts (Monash), Grad. Dip. Ed. Secondary (Monash)	Meral Simsek	B Arts (Victoria University), Grad Dip in Ed (Monash University)
Yvette Leach	B Music (Monash), Grad. Dip Ed (Primary and Secondary) (Monash)	Tania Smith	B Ed (VIC College), Grad Dip Education Admin (Melbourne)
Delanie Lewis	B Ed Sec (Canberra)	Allison Stekelenburg	BA (Macquarie), Dip Ed (Macquarie), M International Ed (New England), CELTA TESOL (Australian College of English)
Xiaoxiao (Sabrina) Li	M Ed (Monash), Grad Dip (RMIT), B Art (Nanjing Uni)	Bridget Stein	B Arts (Architecture) (Deakin), B Teaching (Melbourne)
Miriam Lindsey	B Hons Fashion Design (RMIT), Post Grad Masters Applied Learning and Teaching	Di Tan	B Design (Hons, RMIT), M T Primary (Melbourne)
Yu (Andrew) Liu	M Ed (Monash)	Stelian Tchapkanski	B Industrial Design Hon, Dip Ed (Monash)
Melissa MacEoin	B Sc (Monash), B Arts (Monash), Grad Dip Ed (Sec) (Melbourne), M Ed (Monash)	Amana Temple	B Arts, B Ed (Monash)
Tanya Maher	B Ed Secondary (Deakin), Post Grad Cert Outdoor Ed (Melb Uni) Post Grad. Dip Home economics (HEV)	Reghan Tilley	B Applied Music (BHIT), Grad Dip (Prim) (Monash)
Kaziboni Mapuranga	Grad Dip Maths/Chemistry, M Ed. Ldshp & Mngt (RMIT Uni)	Madison Titcombe	B Ed (Australian Catholic University)
Allison Mastromanno	B Teaching Arts (Deakin)	Patrick Tongue	M Ed (Monash)
Jodie McCarthy	B Early Childhood (Melbourne) Certificate 4 Careers Education and Development (Swinburne)	Domenica Van Dijk	B Sc, Dip Ed (Monash)
Phillip McConchie	B Ed (Monash), Dip T (Primary)	Suzanne van Strien	B Fine Art (RMIT), Grad Dip Ed Primary, Dip Art Therapy
Laurie McDonald	B Sci Ed (Melbourne), Grad Dip (Monash)	Marten Visser	Dip T (Melb State College), Dip PE, Ass Dip Opera (Melbourne)
Danielle McDowell	B Ed (Sec) (Rusden)	Jenny Wakefield	B Ed Primary, Dip Children's Services
Allison McEaney	B Ed Sec (Deakin), B T Prim (Charles Sturt)	Brodie Wallace	B Ed, B App Sc (Deakin)
Steven Middleton (Dr)	B A, Dip Ed, M Ed (Melbourne), M Bus M (Deakin), D Ed (Melbourne)	Brooke White	B Des (RMIT),
Sally Oliver	B Ed (Monash), N Ed (Melbourne)	Nicole Whitney	Grad Dip Ed Early Childhood (Monash)
Veena Pai	B Ed (MG University, India) MSc Physics (MG University, India)	Laura Wright	B Ed Primary (Deakin),
Sian Parry	B Ed Music (Melbourne)	Robbie Xin	M Ed IB (Melbourne)
Dion Pavic	B Science (Deakin), Dip Ed (Monash)	Todd Zadow (Dr)	M Secondary Education
Linzy Pattison	B Ed, Cert 4 Outdoor Recreation		B Sc (Hons) (Swinburne), M Teach (Melb), PhD (UNE)
Natalie Petrucci	B A, Grad Dip (Monash), Dip Ed (Melbourne)		BA (ACU), B Music (ACU), M Ed Primary (ACU), AMusA (Voice), LMusA (Voice)
Jake Powell	B Physical Ed and Health (Honours)		
Sara Powell	B Art Sociology, B Ed (Prim), M Ed Special Inclusive Ed		
Sharyn Premachandra	B Health & Physical Education		
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)		
Marie Rezkallah	B Sc of Arts & Education French Department, Diploma in Teaching French Language		
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		

Key Statistics

Work Force Composition



Attendance

Our whole school student attendance percentage for 2025 was **92.70%**. Any unexplained absences are followed up by the relevant school section, through the house and homeroom attendance process.

Whole School teaching staff attendance **95.78%**

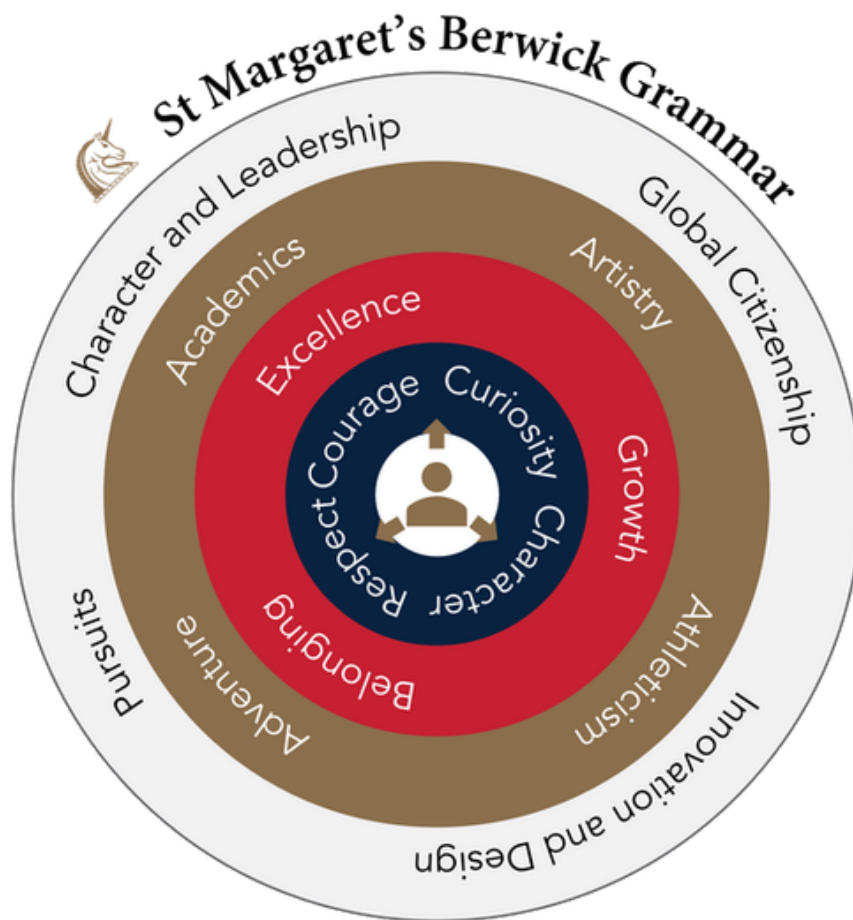
Whole School teaching staff retention **94.20%**

Enrolments and Class Sizes

Enrolments Prep to Year 12 **980**

Whole School Average class size **16**

Average VCE class size **12**



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