

# 2019 Annual Report

# bccgs



# Contextual Information



At Bunbury Cathedral Grammar School, our aim is to develop resilient, resourceful and capable young people, equipped to continue their journey of growth beyond the School.

As the first Independent, Anglican, Co-educational, Kindergarten to Year 12, Day and Boarding School established in rural Australia in 1972, we have continued the tradition of providing students with access to a diverse curriculum and excellent teaching, underpinned by the ethos of the Anglican faith.

Located in a beautiful, semi-rural area in the South West of Western Australia, we provide our students with access to excellent support, care and academic programs in the South West. Our staff foster a Growth Mindset, employing Positive Education practices that inspire our students to try new things and tackle a range of challenges. The scope of programs outside of the classroom allows our students to use all their gifts to flourish and to achieve their potential, graduating with a breadth of experience beyond academic learning.

Our students have space to play, grow and learn on our campus, set on 33 hectares of bushland. This unique setting provides a relaxing and natural environment where students develop their strengths and flourish.

## A Place to Flourish

The PERMAH model of wellbeing - understanding the value of *Positive* emotions, *Engagement* with schooling, good *Relationships*, finding *Meaning* and the satisfaction of *Attainment* alongside the development of good *Health* - is one we use to guide students and help them strive for their best in all areas of learning and growth. A focus on Positive Education, where students learn about understanding, using and developing their own Character Strengths is embedded within the culture of the School. From Kindergarten to Year 12, we encourage students to identify and use their personal strengths.

Students are given the opportunity to achieve their potential through the provision of a wide variety of activities and programs that focus on developing talents, allowing students to exercise strengths and be supported in setting goals that are aspirational. We value the thoughts and opinions of students, and aim to help them develop autonomy, independence, resilience and strong moral characters that will ensure they continue to flourish.

## **Our focus is on providing a well-rounded education, offering one of the widest selections of co-curricular programs in the South West**

There is something for everyone, from the keen actor or musician to the sports star, from the visually creative to the scientifically minded and for those who may be undecided! These programs ensure everything is in place for students to enjoy positive, supportive experiences and achieve personal success.

### **Physical wellbeing and teamwork**

All students are encouraged to participate in a team sport. In addition to the obvious benefits for physical wellbeing, it provides a rich learning environment, developing teamwork, perseverance and friendships. Students can choose to join a team from a wide variety of sports with some on offer including Australian Rules football, cricket, hockey, basketball, badminton, volleyball and touch rugby. Many of our sportspeople enjoy great success in local and state competitions.

Our School has a proud tradition of participation in swimming and athletics competitions. For 20 years, our swimmers have tackled the Rottnest Channel Swim, supported by our generous School community. We are fortunate to have a cross-country track on campus, with all students participating in the annual Interhouse Cross Country race. Our Swimming and Athletics Carnivals offer wonderful occasions for our School community to come together and celebrate our students' Character Strengths of perseverance, leadership and teamwork.

### **Creativity and imagination**

The School enjoys a vibrant creative, performing, and visual arts culture. Specialist staff in the areas of music, drama, art, photography, woodwork, metalwork

and media, guide students in their artistic endeavours and help them to express their creativity.

From the start of their learning journey our students are taught to read music, play an instrument and perform as part of a choir or ensemble. These talents improve as they progress through Secondary, joining one of the many School ensembles or bands which regularly perform at community and School events. Students can further develop their individual musical talents through participation in instrumental or vocal tuition, with access to accomplished tutors.

Our outstanding Drama program provides an environment that is conducive to developing students' individual expression. Annual productions provide opportunities for students to display their talents, while nurturing their creative abilities. Many past students have gained entrance to the Western Australian Performing Arts Academy and performed on the world stage.

Student artwork is featured throughout our campus. From murals on walls and in gardens, to artwork adorning offices and classrooms, the talents and creativity of our students is proudly on display. Students experiment with a wide variety of mediums, keen to exhibit their creations in the annual Art and Technology Exhibition.





## Technology and innovation

We value innovative and critical thinkers. Being a creative, engaged, collaborative learner and problem solver in the 21st century requires digital technology proficiency. From Year 3 to 12, students have access to a personalised device and are encouraged to solve problems, research, manipulate, analyse, synthesise, create and communicate information effectively. Students are provided opportunities to actively engage with digital learning opportunities and to develop the skills to live and work in an increasingly connected world - affording greater control over how and when they learn. All students are taught about the importance of managing their digital footprint.

The use of technology to inspire new ways of thinking is encouraged with a strong focus on STEM commencing in Primary School. The School has active Robotics and Coding Clubs, where both Primary and Secondary students are welcome, with teams regularly compete at State and National level.

## Learning from the environment

We recognise the value of learning beyond the classroom. We nurture our beautiful bushland campus, appreciating the important influence that access to nature has on an individual's wellbeing.

Nature play is an important part of our School. Primary students regularly take the opportunity to learn from nature - from weekly classes in the Grammar Garden to donning gumboots and rain jackets to explore the bush; staff incorporate the rich

learning experiences uniquely available in our environment.

Our extensive bushland campus provides a fertile ground for Science, Sport and Geography activities.

All our students participate in an extensive Camp program; from experiencing their first night stay away from home in Year 1, to surviving the challenge of ten days in the wilderness in Year 10, these experiences enable students to strengthen friendships, develop resilience and create memories that last well beyond graduation.

## Growing global citizens

At Bunbury Cathedral Grammar School, we provide our students with a range of opportunities to grow their knowledge and understanding of the world, and their place in it.

As a global member of the Round Square Association, a worldwide network of innovative schools in 50 countries across six continents, founded on the philosophy that a student's education is so much more than what occurs in the classroom. It also encompasses life experiences and opportunities. Round Square is based upon six pillars or IDEALS: Internationalism, Democracy, Environment, Adventure, Leadership and Service.

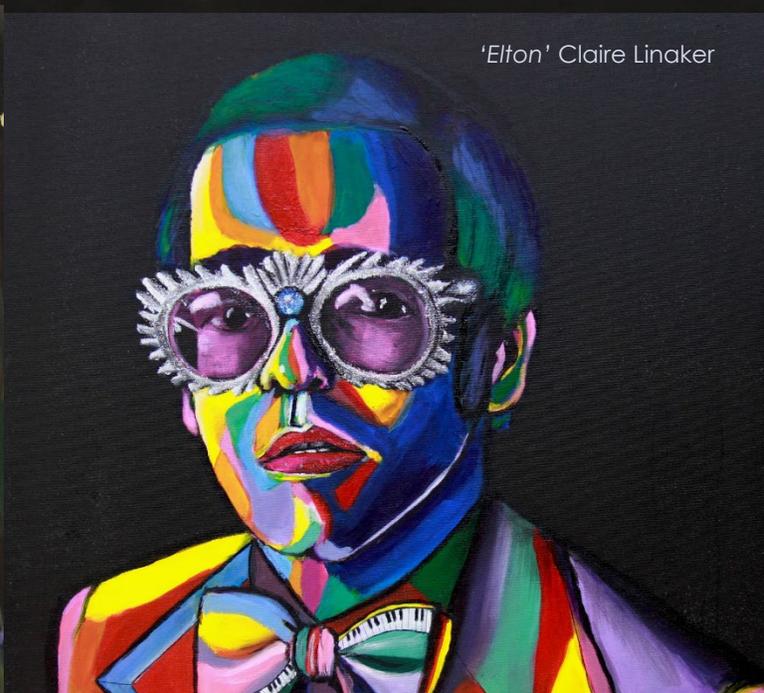
Our students are encouraged to explore these IDEALS, through participation in Round Square conferences, engagement with service projects or studying at a Round Square school through a thriving student exchange network. Students gain confidence, connect with the wider world, and develop capabilities and attitudes for responsible, compassionate leadership.



'Old Man in monochrome' Claire Linaker



'Cats are my alter ego' Skyla van Loggerenberg



'Elton' Claire Linaker



# Enrolment

Enrolment in the Primary section of the School is from Pre-Kindergarten to Year 6, with Year 7 to 12 comprising the Secondary section. Fostering a love of learning and developing students who are healthy and happy is the focus of our Primary School. We help young children to enjoy their experience of school through engaging them in a broad range of interactive, challenging and creative experiences, developed and taught by highly qualified staff.

Our education program is inquiry-based, where all students are encouraged to ignite their passion for learning. We recognise that

children are naturally curious, and we take advantage of this by providing resources that facilitate learning through experience. Encouraging learning through inquiry enables our students to contribute positively towards their personal growth and thereby enhance their educational outcomes.

We recognise the importance of providing students with a positive experience as they commence their secondary schooling. Our Year 7 Transition Centre was one of the first in Western Australia and provides students with an important bridge between primary and secondary education.

| Primary School |            |    |    |    |    |    |    |       |
|----------------|------------|----|----|----|----|----|----|-------|
| Year           | Pre-Year 1 | 1  | 2  | 3  | 4  | 5  | 6  | TOTAL |
| Female         | 12         | 6  | 10 | 14 | 13 | 14 | 21 | 90    |
| Male           | 15         | 12 | 13 | 19 | 13 | 21 | 18 | 111   |
|                | 27         | 18 | 23 | 33 | 26 | 35 | 39 | 201   |

| Secondary School |    |    |    |    |    |    |       |
|------------------|----|----|----|----|----|----|-------|
| Year             | 7  | 8  | 9  | 10 | 11 | 12 | TOTAL |
| Female           | 35 | 37 | 41 | 37 | 41 | 30 | 221   |
| Male             | 39 | 37 | 40 | 56 | 35 | 50 | 257   |
|                  | 74 | 74 | 81 | 93 | 76 | 80 | 478   |

## Bunbury Cathedral Grammar School's Model of Learning

Teachers structure engaging, high quality, learning activities, which encourage creative and critical thinking. Students are encouraged to make connections, explore ideas and develop aspirational goals. Our teaching strategies are based on contemporary research, embracing the concepts of Visible Learning (John Hattie) and the ideas developed by Harvard University through Project Zero and Cultures of Thinking.

Our staff are focused on developing students who are engaged in their learning and dedicated to achieving excellent learning outcomes for each child.

Senior Secondary offers students the opportunity to specialise in areas of particular interest or aptitude. While the School has a strong academic focus, our main aim is to ensure that each individual achieves their personal best. Senior Secondary students are able to select ATAR, General and Certificate courses from one of the widest range of offerings in the South West. Our approach to offering

flexible learning pathways means that students can access the best programs available, while continuing to be supported by our teaching staff. Individualised programs, with excellent support from local industry supports our school-based traineeships and experiential learning.

Pathway planning and careers education is provided to all students during Year 10. Additional opportunities to learn more about areas of interest are available through our Work Experience program. The program is well supported through partnerships with local and regional industry and community business, and our dedicated Careers Advisor and Vocational and Educational Training (VET) Co-ordinator arranges each placement.

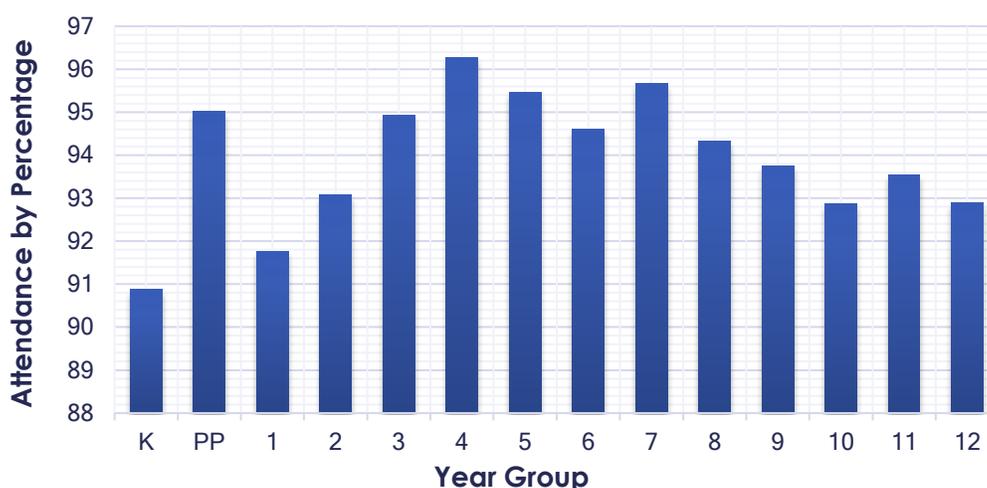
Our graduates are highly sought after and our alumni include Rhodes Scholars, health professionals, business entrepreneurs, engineers, diesel mechanics, successful farm managers, electricians and teachers. Our graduation record is evidence that each student is well prepared to pursue their interests and aspirations beyond school.



# Student Attendance

When expressed as a percentage of the number of actual school days attended by students in Years 1 to 10 compared to the number of possible school days for these students, the overall attendance rate for 2019 was 95% for Semester 1 and 94% for Term 3.

[\[https://www.myschool.edu.au/school/49034/attendance\]](https://www.myschool.edu.au/school/49034/attendance)



Regular attendance at School is an important pre-requisite for students to obtain the best possible outcomes from their education in all of the academic, social, co-curricular and spiritual dimensions of the School. It is also a legal requirement and the School has a responsibility to monitor that all registered students attend school regularly. Regular attendance is defined as at least 90% attendance as a minimum, or absence of five or less days per 10-week term, or one day of absence per fortnight.

Student attendance is recorded on a period-by-period basis and absentees generated are reconciled with notifications submitted by parents. Student Services staff contact the parent or guardian of any student marked absent and for whom no previous explanation for the absence has been provided.

Should student attendance fall below 90% in a term, the School will arrange a meeting with the parent or guardian and the student in order to counsel them on procedures to be implemented to ensure that the student does attend regularly. In the event that these procedures are implemented and student attendance does not improve, following on a further meeting with the parents or guardian and student, the School would include the Department of Education and then, in consultation with all stakeholders, work to implement an education plan aimed at improving engagement and attendance.

# Workforce Composition

| As extracted from the Workplace Gender Equity Report 31 May 2020 |                    |                       |                       |
|------------------------------------------------------------------|--------------------|-----------------------|-----------------------|
| <b>Teachers</b>                                                  | 75 <sup>i</sup>    | Includes 15 part-time | 40 Females & 35 Males |
| <b>Support Staff</b>                                             | 78 <sup>ii</sup>   | Includes 54 part-time | 60 Females & 18 Males |
| <b>Total</b>                                                     | 153 <sup>iii</sup> |                       |                       |

- i. Includes the Chaplain and Sport Co-ordinator as teachers, for which they are qualified.
- ii. School Counsellor is included in Support Staff.
- iii. No employees identify as Aboriginal or Torres Strait Islander.

## Staff – Leadership

Head of School Mr M Giles, BEd, MEd, DipComp, MACE, FAIM

Head of Secondary Mr M R O'Brien, BSc (Hons), Bed

Head of Primary Mr R J Whirlledge, BA, MA, DipEd

Deputy Head Secondary (Academic) Mrs K E Chiera, BSc (Hons), MEd, PGCE

Deputy Head Secondary (Wellbeing) Mr N B Goerling, BA, DipEd, MEd,

Deputy Head Primary (Wellbeing) Mr B J Duff, BCom, DipEd (Prim)

Deputy Head Primary (Academic) Mrs M Waddingham, (PrimEd), BEd (Hons), 2014

Chaplain The Rev'd Canon G P Chadwick, BD (Hons), BSc, DipEd

Director Business and Administration Mrs J G Nobbs, 2008

# Primary Teaching Staff

Primary Teaching Staff, their qualifications and the year of commencement at the School, is shown below:

Mrs S Bancroft  
BEd (EarlyChldSt)  
Term 2, 2015

Mrs G Biggar  
BEd, DipT, GradDipAppSc  
2000

Mrs C Carlisle  
HD Ed  
2011

Mrs T Duff  
B Elementary Education  
2013

Mr G W Dunbar  
DipT, BEd  
2002

Mrs M Golinski  
BEd (Prim), MSc (MathsEd)  
2012

Mrs K Holdman  
BSc (Physiotherapy)  
CertMHealth, GradDipEd  
2012

Mrs R Holmes  
BEd (Honours)  
2010

Mrs P Mulder  
BEd  
2008

Mr K Murray  
HDE  
2014

Mrs C Swart  
LibIS (BBIBL)  
GradDipEd (Prim)  
2012

Mrs N van Rhyn  
BA(Art), GradDipEd  
2010

Miss R Vester  
BEd  
2019

Mr J Williams  
BEd (Prim-Mid)  
2013

# Secondary Teaching Staff

Secondary Teaching Staff, their qualifications and the year of commencement at the School, is shown below:

Mr J Bancroft,  
BA (Theatre & Drama)  
GradDipEd  
2008

Mrs J Brittain  
BMus, GradDipEd  
2008

Mr R Brooksbank  
BA, BSc, DipEd  
2005

Mr M Butler  
BA, GradDipEd  
2015

Ms Y Carlson  
BEd (MusEd)  
2009

Mrs K Claassen  
MSc, GradDipEd  
2018

Mr G R Collins  
B(ProfStud) DipEd  
2007

Ms C Cooper  
DipT, BEd  
2011

Mrs A C Cowan  
BSc, GradCE  
1990

Mr J A Cowan  
BSc (Hons), GradCE  
1988

Mr I A Dale  
BPE, DipEd  
1991

Mr R D Dawson  
BHPE, DipEd  
2006

Mr E W Douglas  
BSc, DipEd  
2008

Mrs J Dunlop  
Dip Teach, BEd, Cert IV  
Training & Assessment  
2014

Mrs L C Fahie  
BA, DipEd  
2000

Mr P A Good  
BEd  
2006

Mr K W Green  
BAppSc, DipEd  
2005

Miss T Green  
BA(Humanities)  
GradDip Ed  
2012

Ms S Hindley  
MA(Eng)  
PGCE(Eng/Drama/Media)  
2011

Mrs T Howell  
BA, DipEd  
2009

Mr J Jones  
BA, MTeach  
2018

Mr A G Lincoln  
BPsych, MPsych, DipEd,  
MAPS,2007

Mrs J Lockhart  
DipT  
2008

Mr L Maag  
BEd, GradCert  
(Special Needs)  
2001 - 2011, 2013

Mr R Manchip  
BArts (Hons)  
GradDipEd  
2011

Ms T Maree  
BA (Hons) HDE  
2011

Ms M McCarthy  
BEd (Prim)  
2011



Mr A B McMillan  
DipT  
2000

Mrs S Millington  
BSc (Hons), PGCE  
2003

Mr S Molewyk  
MEd, AMusA, Cert IV(T&A)  
2009

Ms S Motteram  
BCreatInd, GradDipEd  
2011

Mr G T Murray  
BA(Ed), BEd  
2009

Ms J Pocock  
BEd, DipT  
2006

Mr J Poller  
BEng (Hons), PGCE  
2008

Mr J S Potter  
BA, BEd  
2007

Miss M Reinders  
BSc (Hons), GradDipEd  
2015

Ms J Ross  
BMus, GradDipEd, GradDipBus  
2017

Mr P Schulze  
AssocArtT, BEd  
1994

Miss J Sgro  
BA, GradDipEd, Med  
2015

Mrs C Slater  
BEd  
2006 - 2009, 2014-2018

Miss T Small  
BA, GradDipEd  
2019

Mrs J A Smith  
BA, DipEd, TC  
2000

Mrs N Smith  
BA, GradDipEd  
2003 - 2004, 2015

Mr S Spottiswood  
BA (AsianStudies)  
MA (InternationalStudies)  
DipEd, 2008

Mr N Snelson  
BSc (Hons), QTS  
2019

Mr M J Stapleton  
BCom, DipEd, MEd (Hons)  
1979-1980, 2000

Mr G Strindberg  
BA (Comm), DipEd  
2011

Mr M Stickley  
BA (Hons), MTeach  
2019

Mrs L P Sutherland  
BEd, DipT  
1982-1986, 1991-1992, 1994

Mr L Taylor  
BEd (Prim)  
2010

Ms D S Tunnington  
BA, DipEd  
1988-1993, 1994-1995, 2000

Mr S Turner  
BEd (MultidisciplinStud)  
2010

Mrs B J Walker  
BEd, DipT  
2005

Mrs D Wansborough  
BA (Hons), MA, PGCE  
(S2)2017

Mr D White  
BBus, GradDipEd  
2012

Mrs R Wilson  
BA(PrimEd), BEd  
2012

Mrs V Yeoman  
BA(Hons), PGCE(SecEd)  
2012

**Sports Co-ordinator** Mr J Reid  
BA, BEd  
2004

**School Counsellor** Mr D Mountford  
BPsych, MPsych  
2019

# Boarding Staff



**Year 12 Boarders 2019**

Since foundation in 1972, our School has welcomed Boarders and we continue our commitment to provide students with access to an excellent education in a safe and nurturing environment. Our Boarding students come from all areas of regional Western Australia and are valued members of our School community.

Our Boarding staff are committed to providing excellent care for our Boarders. Residential boarding staff are employed as teachers in the School and students benefit from access to teaching staff, through the supervised Boarding

Prep program. Students appreciate this time to focus on their studies with access to qualified teaching staff and online tutors to assist when needed. Furthermore, these relationships ensure Boarders are known and supported in their academic and personal development. There is a strong focus on the care and wellbeing of Boarders, with the School Nurse and Chaplain assisting with the health and emotional wellbeing of students.

## Residential Boarding Staff

### **Mr K R Taylor**

Head of Boarding  
Head of Boarding House  
(S2), 2007 to 31 December 2019

### **Mr L Taylor**

Head of Boarding House  
2010

### **Ms J Pocock**

Assistant Head of Boarding  
House  
2006

### **Mr J Williams**

Assistant Head of Boarding  
House  
2013

### **Mr G Dunbar**

Junior Boarders' Co-ordinator  
2008

# Teaching and Learning

## NAPLAN

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken annually in May. The benchmarks describe nationally agreed minimum acceptable standards for aspects of literacy and numeracy at particular year levels. A national sample assessment standard defines the performance of a student at the particular year level who is considered proficient in the curriculum area being assessed.

The School's results in the 2019 NAPLAN assessment show overall significant improvement in all year groups and compare favourably with the National Schools and Similar Schools in the majority of assessments for each of the year groups that sat the tests.

During recent years, the School has invested in a professional development program for teachers to develop and implement the School's Model of Learning. We believe this is making the difference that is evidenced by these remarkable NAPLAN results.

| 2019 RESULTS    |         |         |          |                        |          |
|-----------------|---------|---------|----------|------------------------|----------|
|                 | Reading | Writing | Spelling | Grammar<br>Punctuation | Numeracy |
| <b>Year 3</b>   |         |         |          |                        |          |
| School Mean     | 489     | 453     | 445      | 508                    | 466      |
| National Mean   | 432     | 423     | 419      | 440                    | 408      |
| Similar Schools | 485     | 453     | 454      | 497                    | 454      |
| <b>Year 5</b>   |         |         |          |                        |          |
| School Mean     | 570     | 526     | 544      | 555                    | 535      |
| National Mean   | 548     | 474     | 501      | 499                    | 496      |
| Similar Schools | 506     | 507     | 531      | 543                    | 529      |
| <b>Year 7</b>   |         |         |          |                        |          |
| School Mean     | 589     | 577     | 566      | 580                    | 582      |
| National Mean   | 542     | 505     | 545      | 544                    | 548      |
| Similar school  | 554     | 523     | 560      | 558                    | 561      |
| <b>Year 9</b>   |         |         |          |                        |          |
| School Mean     | 625     | 588     | 596      | 611                    | 633      |
| National Mean   | 546     | 513     | 546      | 542                    | 554      |
| Similar school  | 583     | 550     | 575      | 581                    | 594      |

This data is actively used in analysing both cohort and individual student progress. The quality of the data is best determined by classroom teachers who know the individuals concerned. Assumptions of accuracy are not automatic at the individual level, but the aggregate data is considered a reasonable representation of the cohort's ability in that domain on the day of the NAPLAN testing.

Going hand in hand with an excellent Model of Learning is the School's efforts to create a learning environment that is welcoming and safe for all students. We do

this through the application of a Model of Care that incorporates aspects of Positive Education. The contribution that this makes to academic progress cannot be understated. Students will not learn if basic wellbeing needs - physical, social, and emotional - are not met.

The focus on educating the whole child is the reason our students continue to improve their numeracy and literacy as they progress through our School. This has been our focus since our founding in 1972 and we will continue to offer variety and opportunity for our students.

## Year 12, 2019

The 2019 cohort achieved a median ATAR of 81, which included eight students with scores above 95, one Subject Certificate of Excellence for Physical Education Studies, 11 Certificates of Distinction and 19 Certificates of Merit. Of the 80 students in Year 12, 70 undertook four or more ATAR courses, and 79 achieved a WACE.

|           |                                |           |                                   |                                                                                                                                       |
|-----------|--------------------------------|-----------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>81</b> | Median ATAR                    | <b>1</b>  | Subject Certificate of Excellence | <b>Course Leaders</b><br><br>TOP PERFORMING YEAR 12 COURSES IN WA<br>✓ <b>Geography</b><br>✓ <b>Human Biology</b><br>✓ <b>Physics</b> |
| <b>2</b>  | Students in WA Top 2%          | <b>19</b> | Certificates of Merit             |                                                                                                                                       |
| <b>15</b> | Students achieve ATAR above 90 | <b>11</b> | Certificates of Distinction       |                                                                                                                                       |

The students' Vocational Education and Training (VET) results placed the School joint first in the State and these students did remarkably well; 100% achieved the certification for which they were aiming.

The key reason for any student to attempt an Australian Tertiary Admissions Rank (ATAR) course is to secure a place at a

tertiary institution. Of the 2019 cohort, 62 applied to attend a university, 61 achieved an ATAR with 43 offered their first preference. The median ATAR of those students who applied for a university course was 81.85.

It was evident that, in general, students who had worked consistently at their course

work and Home Study across both Year 11 and Year 12 achieved to the best of their ability. A significant characteristic of the students in the top 2.5% of the State is that all of them had exhibited committed and regular study habits for a number of years. This reinforces the importance of students undertaking such a program in order to produce work to match their true potential.

The School has also continued to develop students' understanding of how to study in Lower School years, so that they are well prepared with skills in this area when they enter Senior Secondary.

### 2019 Year 12 Award Winners

#### Subject Certificate of Excellence

Patrick Reilly

#### Students with ATAR >95

Luke Paoliello  
 Cameron Roth  
 William Jackson  
 Rynhardt Dohse  
 Patrick Reilly  
 Alexandria Southwell  
 Shane Goddard  
 Liam Shepherd

#### Certificates of Distinction

Emily Anderson  
 Amber Andrews  
 Jack Cavazzi  
 Rynhardt Dohse  
 William Jackson  
 Luke Paoliello  
 Patrick Reilly  
 Cameron Roth  
 Liam Shepherd  
 Alexandria Southwell  
 Bradon Suter

### Certificates of Merit

|                  |                   |
|------------------|-------------------|
| Portia Atkinson  | Matthew Keenan    |
| Ari Berliner     | Thomas King       |
| Benjamin Cole    | Jordan MacPherson |
| Thomas Coleman   | Nicolaas Myburgh  |
| Breanna Cooke    | Georgina Nadin    |
| Mario De Miguel  | Brendan Peacock   |
| Olivia Eagles    | Alexa Swart       |
| Flynn Hanks      | Gisella Taylor    |
| Aarush Karingula | Angus Wilson      |

Bunbury Cathedral Grammar School achieved these excellent results despite not being an academically selective school and despite giving very few academic scholarships.

### Post School Destinations

| YEAR 12, 2019 BCGS STUDENT UNIVERSITY APPLICATION STATISTICS |           |
|--------------------------------------------------------------|-----------|
| Applications with an ATAR                                    | <b>61</b> |
| Applications without an ATAR                                 | <b>1</b>  |
| Students with a 1 <sup>st</sup> preference                   | <b>62</b> |
| Students offered 1 <sup>st</sup> preference                  | <b>43</b> |
| Students enrolled                                            | <b>36</b> |
| Students deferred                                            | <b>13</b> |

This table details university applications statistics as detailed in the Tertiary Institutions Services Centre (TISC) report, dated 12 February 2020.

In addition, many students have indicated that they intend combining tertiary study and part-time employment, pursue service opportunities through GAP year providers and still others into full time employment. This Year 12 cohort has experienced the additional disruption of the COVID-19 pandemic.

# Community Satisfaction

The School engages an independent contractor to undertake biennial surveys, seeking feedback from our community on the performance of the School and areas for improvement. These surveys provide the School with reliable, measured information and assist with future planning. The School has excellent longitudinal data around key areas of performance.

**Overall satisfaction ratings drawn from the 2018 Survey remained consistently high, with overall satisfaction scores of 80%, 79% and 77% from parents, students and staff respectively.**

The opportunity for additional feedback is provided, with many respondents highlighting excellent staff, wide range of academic and co-curricular programs offered, high quality of education, our Wellbeing program, facilities and campus, as what was valued at Bunbury Grammar.

Formal and informal meetings with parents, student and staff also provide us with feedback about the satisfaction of people in these groups at the School. The feedback is overwhelmingly positive.

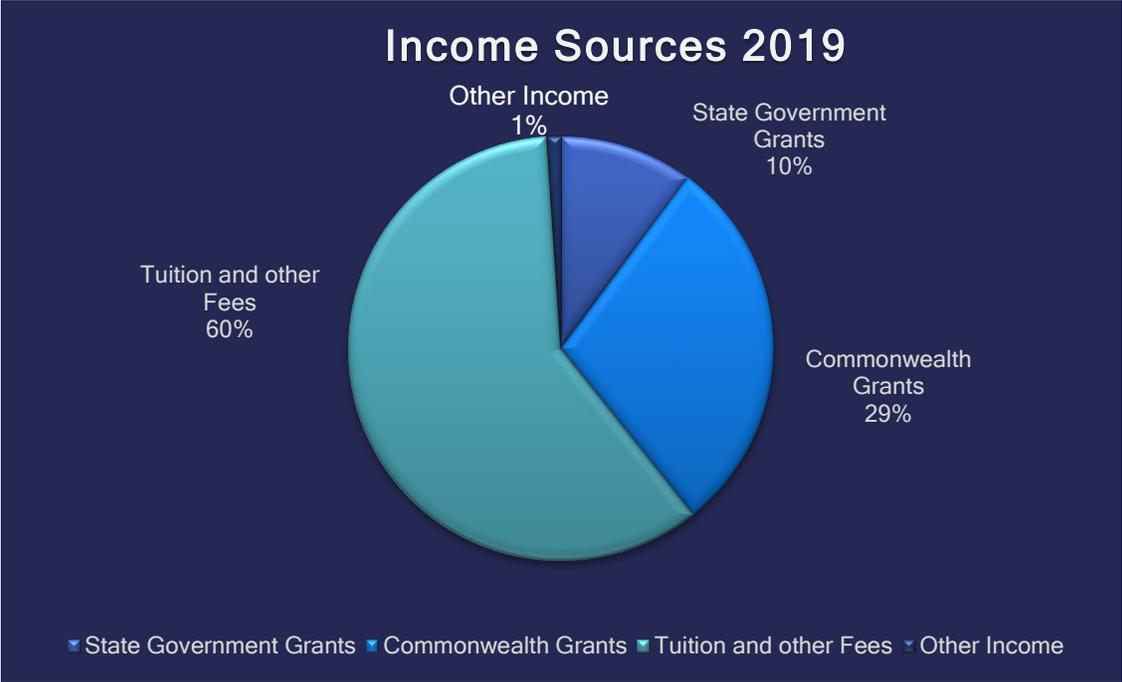
During 2019, the School employed a Design Thinking process to inform the Board of

Governors' long-term planning and strategic direction. This process tested the assumptions and current thinking of our students, their parents and staff about learning and the associated activities and spaces. This process of consultation will support the School to get to the core of challenges, unravelling the complexity and uncovering opportunities, enabling our School to operate more effectively, more efficiently and more creatively. There was significant community engagement with the process, further strengthening the relationships within our School.



The best measure of parent, student and teacher satisfaction is the reputation of the School, as the people in these three groups are the best ambassadors for the School in the wider community. There is no doubt that the School has the well-deserved reputation of being one of the best independent schools in regional Australia.

# School Income by Funding Source



|               |                         | Percent      | Rounded |    |
|---------------|-------------------------|--------------|---------|----|
| <b>Legend</b> | State Government Grants | \$1,941,638  | 10.14%  | 10 |
|               | Commonwealth Grants     | \$5,583,101  | 29.16%  | 29 |
|               | Tuition and other Fees  | \$11,416,197 | 59.63%  | 60 |
|               | Other Income            | \$202,604    | 1.06%   | 1  |

# Board of Governors

**Mr Simon Jacob, LLB**

**Chairman**

Appointed: 24 April 2018

**Ms Maria Cavallo, BBus, CA**

**Vice Chair**

Appointed: 24 April 2018

**The Visitor to the School**

**The Bishop of Bunbury, The Right Reverend Dr Ian Coutts, PH.D, M.Sc, BACQSW, GradDip (Theology)**

Appointment Ex Officio

**Mr Matthew Basham, BArts**

Appointed: 26 April 2016

**Rev Paul Cannon, BA BibStud (Hons), BA (Humanities), B.Theol(Hons), Dip Spirituality, Cert. Professional Supervision, Cert IV TAE**

Appointed: 24 April 2018

**Canon Darryl Cotton, Bth**

Appointed: 14 January 2016

**Dr Andrew Kirke Msc Hons, MBBS, FRACGP, FACRRM, DRANZCOG, DTMH**

Appointment: 11 April 2017 to 30 April 2019

**Mrs Rachel Lanagan, BSc (Hons), Cert BA (Parents and Friends' Association)**

Appointed: 24 April 2018

**Mr J Kent Lyon, BArch, BArts, ABWA, RAIA, M.ICOMOS, CEFPI, GSAP**

Appointed: 26 April 2016

**Mrs J Norton (Old Grammarians Association)**

Appointed: 11 April 2017

**Mr M D Shearer BSc (Hons) Grad DipEd MScEd Grad DipBus**

Appointment: 11 April 2017 to 28 October 2019

**Mr J Tombleson BCom, CPA, GAICD**

Appointment: 26 May 2016

**Dr S Youngson, MBBS (Hons), DCH, FRACGP**

Appointed: 24 September 2019

**Mr M Giles BEd, MEd, DipComp, MACE, AFAIM**

Head of School

Appointed: 1 January 2012

**Mr M R O'Brien, BSc (Hons), Bed**

Observer

**Mrs J G Nobbs**

Secretary



Back Row: Mr M Giles, Mr K Lyon, Mr M O'Brien, Mr S Jacob, Canon D Cotton  
Front Row: Right Rev Dr I Coutts, Ms M Cavallo, Mrs J Nobbs, Mr M Basham, Mr J Tomblason  
Absent: Rev P Cannon, Dr A Kirke, Mrs R Lanagan, Mrs J Norton, Mr M Shearer, Dr S Youngson

The Board's core responsibility is to act as the custodian of the current and long-term interests of the School. Its focus is to provide oversight and governance with respect to ensuring that the School is operating in a way that embraces the mission statement and considers the long-term viability of the School.

The Board is responsible for establishing governance-level policies and establishes strategic direction including the development of the School's mission statement, values, and ethos. The Board's role is to verify that management has implemented the policies and strategic direction and that management is carrying out the day-to-day operations consistent with the mission statement, values, and ethos that have been developed.

The Head of School, in conjunction with Senior Staff, designs, implements and manages the day-to-day operational processes, consistent with the established strategic direction. The Head of School has a responsibility to ensure that Board policy and direction are acted upon and that the School is compliant with all relevant government legislation and legislative requirements.

## The Functions of the Board include



# BUNBURY CATHEDRAL GRAMMAR SCHOOL

**BE** all that  
you can be

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