



Bunbury Cathedral
Grammar School
every opportunity



Annual Report
2020
Annual Report



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 Southwest of Western Australia, we provide our students with access to excellent support, care, and academic programs. 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 Southwest

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, and volleyball. Many of our sportspeople enjoy great success in local, State and National competitions.

Our School has a proud tradition of participation in swimming and athletics competitions. For 21 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.

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 | Kindy | 1 | 2 | 3 | 4 | 5 | 6 | TOTAL |
| Female | 3 | 12 | 8 | 11 | 16 | 13 | 14 | 77 |
| Male | 11 | 15 | 14 | 14 | 18 | 15 | 22 | 109 |
| | 14 | 27 | 22 | 25 | 34 | 28 | 36 | 196 |

| Secondary School | | | | | | | |
|------------------|----|----|----|----|----|----|-------|
| Year | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Female | 31 | 40 | 37 | 40 | 34 | 41 | 223 |
| Male | 29 | 37 | 37 | 35 | 46 | 34 | 218 |
| | 60 | 77 | 74 | 75 | 80 | 75 | 441 |



Bunbury Cathedral Grammar School's Model of Learning

Our 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 can select ATAR, General and Certificate courses from one

of the widest range of offerings in the Southwest. 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.

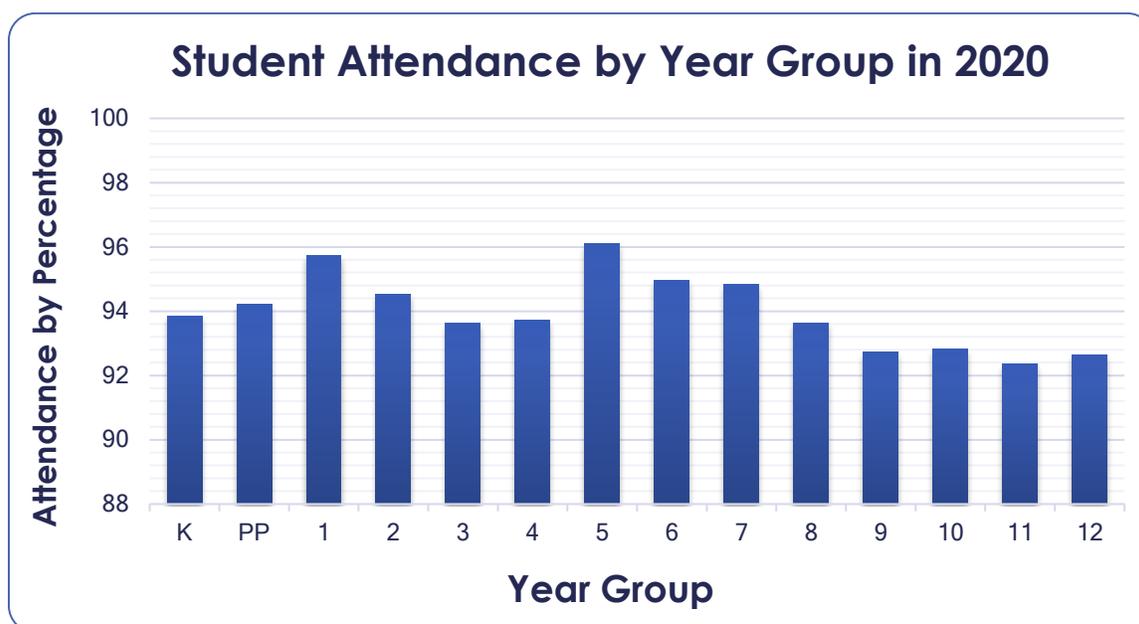
Pathway planning and careers education is provided to all students during Year 10. Additional opportunities to learn more about areas of interest are available through our Work Experience program. The program is well supported through partnerships with local and regional industry and community business, 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 2020 is reflected in the table below.



Regular attendance at School is an important pre-requisite for students to obtain the best possible outcomes from their education in all 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. If 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.

Student attendance in 2020 was lower than would usually be expected in an academic year. The attendance rate for students in Years 1 to 10 for 2019 was 95% for Semester 1 and 94% for Term 3. [<https://www.myschool.edu.au/school/49034/attendance>]

The lower attendance rate in 2020 is largely attributable to students, who were unwell with COVID-19 like symptoms, including a fever, cough, sore throat or headache, not attending school.



Workforce Composition

| As extracted from the Workplace Gender Equity Report 31 May 2021 | | | |
|---|--------------------|-----------------------|-----------------------|
| Teachers | 72 ⁱ | Includes 17 part-time | 45 Females & 27 Males |
| Support Staff | 79 ⁱⁱ | Includes 55 part-time | 54 Females & 25 Males |
| Total | 151 ⁱⁱⁱ | | |

- i. Includes the Chaplain and Sport Co-ordinator as teachers, for which they are qualified.
- ii. School Counsellor is included in Support Staff.
- iii. 1 employee identifies 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

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

Deputy Head (Wellbeing) Mr A G Lincoln, BPsych, MPsych, DipEd, MAPS, 2007

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

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

Head of Boarding Mr J Forbes, BSc, GradDipEd, GradCertEd (Leadership & Management)

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

Director Business & Administration Mrs J G Nobbs, 2008

Primary Teaching Staff

Primary Teaching Staff in 2020, their qualifications and the year of commencement at the School, is shown below.

Mrs S Bancroft, BEd (EarlyChldSt), (T2), 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 (Hons), 2010

Mrs J Lincoln, BTeach, MEd, 2018, 2020

Mr K Murray, HDE, 2014

Ms J Pocock, BEd, DipT, 2006

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

Mrs N van Rhyn, BA (Art), GradDipEd, 2011

Mrs M Waddingham, BA(PrimEd), BEd (Hons), 2014

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

Mr J Williams, BEd (Prim-Mid), 2013



Secondary Teaching Staff

Secondary Teaching Staff in 2020, 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

Mrs K Claassen, MSc, GradDipEd, 2018

Ms C Cooper, DipT, BEd, 2011

Mrs A C Cowan, BSc, GradCE, (S1), 1990

Mr J A Cowan, BSc (Hons), GradCE, (S1) 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, MEd (Leadership & Management) 2000

Mr J Forbes, BSc, GradDipEd, GradCertEd (Leadership & Management) 2020

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

Mrs J Lockhart, DipT, 2008

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

Mr R Manchip, BArts (Hons), GradDip Ed, 2011

Ms T Maree, BA (Hons) HDE, 2011

Ms H Marie, BEd, MEd, BEng, 2020

Mrs T Marshall, BEd, 2020

Ms M McCarthy, BEd (Prim), 2011
Mrs S Millington, BSc (Hons), PGCE, 2003
Mr S Molewyk, MEd, AMusA, GradCertSecEd (Maths), Cert IV (T&A), 2009
Ms S Motteram, BCreatInd, GradDipEd, 2011
Mr J Poller, BEng (Hons), PGCE, 2008
Ms J Pocock, BEd, DipT, 2006
Mr J S Potter, BA, BEd, 2007
Mr J Reid, BA, BEd, 2004
Miss M Reinders, BSc (Hons), GradDipEd, 2015
Miss J Sgro, BA, GradDipEd, MEd, 2015
Mrs J A Smith, BA, DipEd, TC, 2000
Mrs N Smith, BA, GradDipEd 2003 - 2004, 2015
Mr N Snelson, BSc (Hons), QTS, 2019
Mr S Spottiswood, BA (AsianStudies), MA (InternationalStudies), DipEd, 2008
Mr G Strindberg, BA (Comm), DipEd, 2011
Mrs L P Sutherland, BEd, DipT, 1982-1986, 1991-1992, 1994
Mr L Taylor, BEd (Prim), 2010
Mrs D S Tunnington, BA, DipEd, 1988-1993, 1994-1995, 2000
Mr S Turner, BEd (MultidisciplinStud), 2010
Mrs B J Walker, BEd, DipT, 2005
Mr D White, BBus, GradDipEd, 2012
Mr J Williams, BEd (Prim-Mid), 2013
Mrs R Wilson, BA (PrimEd), BEd, 2012

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

Boarding Staff

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 J Forbes

Head of Boarding
Head of Boarding House
1 January 2020

Mr L Taylor

Head of Boarding House
2010 to 31 December 2020

Ms J Pocock

Assistant Head
Boarding House
2006

Mr J Williams

Assistant Head
Boarding House
2013

Mr G Dunbar

Junior Boarders'
Co-ordinator
2008



Teaching and Learning

NAPLAN

Due to COVID-19, NAPLAN testing did not take place in 2020.

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 NAPLAN 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

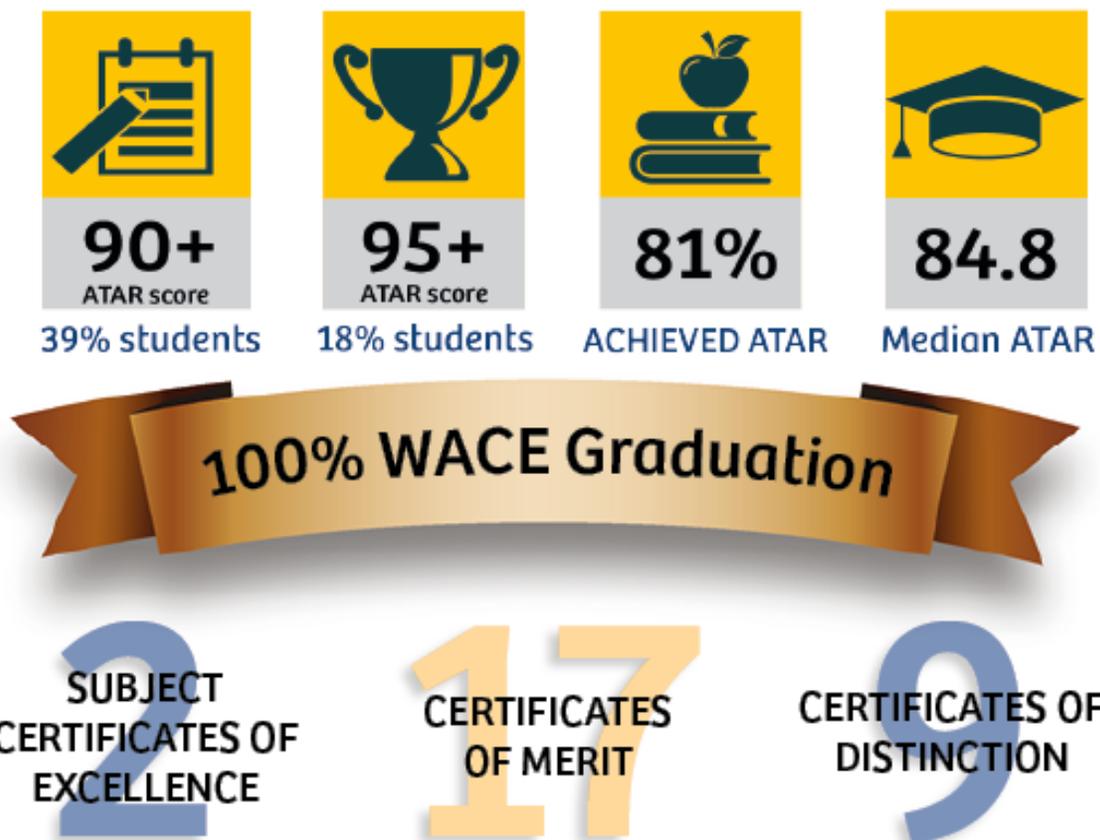
create a learning environment that is welcoming and safe for all students. We do this through the application of a Model of Care that incorporates aspects of Positive Education. The contribution that this makes to academic progress cannot be understated. Students will not learn if basic wellbeing needs - 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, 2020

The 2020 cohort achieved a median ATAR of 84.80, which included 11 students with scores above 95, two Subject Certificates of Excellence for Accounting and Finance, and Human Biology, nine Certificates of Distinction and 17 Certificates of Merit. Of the 75 students in this cohort, 61 completed four or more Year 12 ATAR courses, and all 75 achieved a WACE (100% graduation).



The key reason for any student to attempt an Australian Tertiary Admissions Rank (ATAR) course is to secure a place at a tertiary institution. Consequent upon the disruption of COVID-19 on Secondary School education, Western Australian universities implemented early offer programs. Several of our Year 12 students applied, and secured places based on their mid-year examination results. Details of the university offers made through the Tertiary Institutions Service Centre (TISC) do not reflect these early offers. Therefore, the following TISC statistics for the 2020 cohort are incomplete and the number of students to whom early offers were extended is not available.

According to TISC, of the 34 Year 12 students who applied to attend a university through TISC, 23 students were offered their first preference and 32 were offered one of their preferences. The median ATAR of those students who applied for a university course was 89.90.

Bunbury Cathedral Grammar School achieved these excellent results despite not being an academically selective school and despite giving very few academic scholarships. All Vocational Education and Training (VET) students achieved the certification for which they were aiming. In Year 10 to 12, 21 students completed Certificate II and 13 completed Certificate III or higher.

Post School Destinations

Each year, the School invites the graduating cohort to participate in a survey to provide feedback on their experiences at our School and their post- school pathways. The feedback from our graduating students provides the School with valuable information which assists with future planning.

| Results of Year 12, 2020 Survey | |
|--|----|
| Total Number of Respondents | 36 |
| Tertiary Pathway | 31 |
| Offered their 1 st Preference | 24 |
| Offered their 2 nd Preference | 3 |
| Deferred Studies | 6 |
| GAP | 5 |
| Full-time/Part-time employment | 19 |

In addition, many students have indicated that they intend combining tertiary study and part-time employment, pursuing service opportunities and still others into full time employment. The 2020 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 2020 Survey remained consistently high, with overall satisfaction scores of 80%, 79% and 78% from parents, students, and staff, respectively.

The opportunity for additional feedback is provided, with many respondents highlighting the learning environment, resources and facilities, excellent staff, wide range of academic and co-curricular programs offered, high quality of education, our Wellbeing program, and the Values and Culture of our School, as highly valued at Bunbury Grammar.

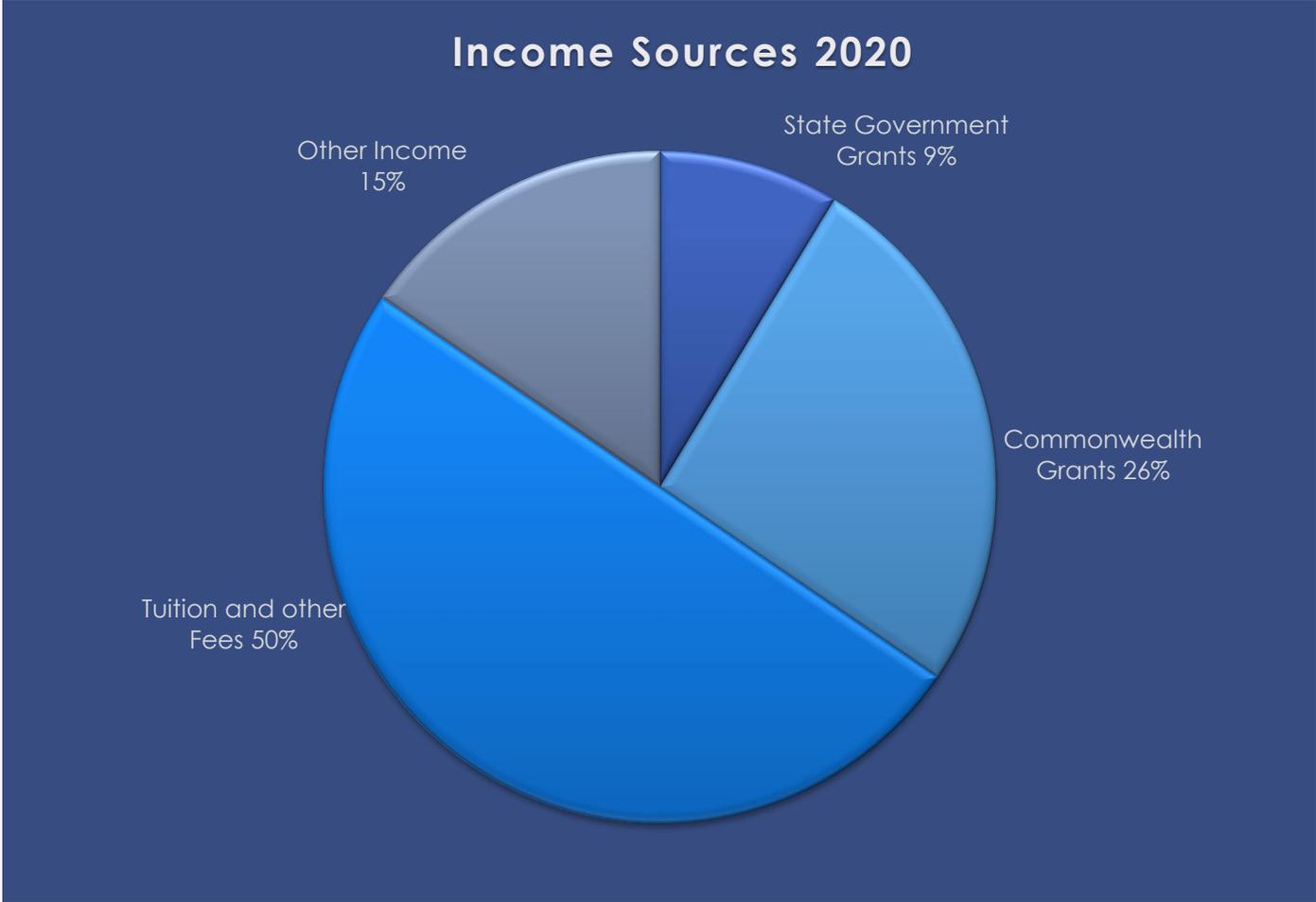
Formal and informal meetings with parents, student and staff also provide feedback

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



| Legend | | | Percent | Rounded |
|--------|-------------------------|--------------|---------|---------|
| | State Government Grants | \$1,787,356 | 8.67% | 9 |
| | Commonwealth Grants | \$5,337,047 | 25.88% | 26 |
| | Tuition and other Fees | \$10,309,266 | 49.99% | 50 |
| | Other Income | \$202,604 | 1.06% | 15 |

Board of Governors

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 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 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, 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.

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 27 November 2018

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 (Term ended in October 2020)

Mr Rick Cooper BCom CPA

Appointed: 6 October 2020

Canon Darryl Cotton, Bth

Appointed: 14 January 2016

Mrs Adele Harper BSc (Hons) Grad. Certificate in Business Law

Appointed: November 2020

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 (Term ended April 2020)

Mr C Pettit BEd, DipTeach, GradDip Management

Appointment: 12 August 2020

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

Appointment: 11 April 2017 (Term ended June 2020)

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

Appointment: 1 January 2012 to 31 December 2020

Mr M R O'Brien, BSc (Hons), BEd

Head of School

Appointment: 1 January 2021

Mrs K E Chiera, BSc (Hons), MEd, PGCE

Observer

Mrs J G Nobbs

Secretary



Bunbury Cathedral Grammar School

every opportunity

ABN 36 007 093 540

PO BOX 1198 BUNBURY WA 6231 | TELEPHONE (08) 9722 6000

Web: www.bcgs.wa.edu.au | Email: administration@bcgs.wa.edu.au