

# Bunbury Cathedral Grammar School

2021 Annual Report



# Table of Contents

Contextual Information.....	3
A Place to Flourish.....	4
Physical wellbeing and teamwork .....	4
Creativity and imagination.....	5
Technology and innovation .....	8
Learning from the environment .....	8
Growing global citizens.....	9
Enrolment .....	10
Student Attendance .....	11
Teaching and Learning.....	13
Model of Learning .....	13
NAPLAN .....	14
Year 12, 2021 .....	15
ATAR.....	15
VET.....	16
Post School Destinations .....	16
Community Satisfaction.....	17
Board of Governors .....	18
Workforce Composition .....	20
School Leadership .....	20
Primary Teaching Staff .....	21
Secondary Teaching Staff .....	22
Boarding.....	24
Residential Boarding Staff.....	24
School Income by Funding Source .....	25

# Contextual Information

Established in 1972, Bunbury Cathedral Grammar School was the first independent Anglican, co-educational day and boarding school, offering Early Learning, Primary and Secondary education in rural Australia. Our diverse curriculum, culminating in VET, Certificate and ATAR pathways at Year 12, along with individualised care in a natural learning environment, ensures that we can provide all students with every opportunity to be all that they can be.

Bunbury Cathedral Grammar School is a community that embraces learning in all its forms. We work with our students to help them know how to think and how to learn, growing to better understand themselves, each other, the world, and their place in it. We aim to develop resilient, resourceful, and capable young people, well equipped to continue their journey of growth on any pathway beyond school.

Grammar students are challenged to become their best self; creative entrepreneurs, moral and contributing members of society, users and responsible creators of technology and true global citizens.

Relationships matter. Our staff are highly trained innovative learning experts, who work with students and their families as individuals. With the careful use of Positive Psychology as the basis of our Wellbeing programs, students' strengths are uncovered and leveraged.

Beyond the classroom, we have a wide range of activities and programs to further develop students physically and mentally. Students are supported when they need help and extended when they need a challenge. We want all our students to flourish.

Our campus is set on 33 hectares of natural bush, giving students space to play, grow, live, and learn. We know this is the best environment for learning and we care deeply about our beautiful bushland setting, focusing on sustainability as our way of life. Our new masterplan ensures we continue to build and renovate the best environments for learning and care, using next generation learning spaces and modern technologies.

Now in our fiftieth year, 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.





## 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, 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 22 years, our swimmers have tackled the Rottne 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.

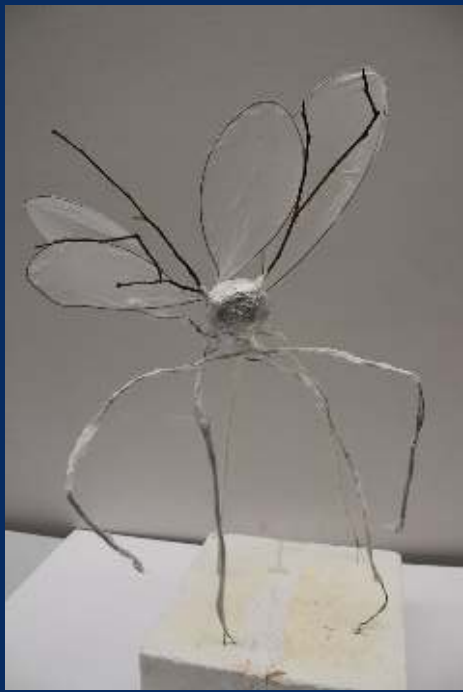
Our outstanding Drama program provides an environment that is conducive to developing students' individual expression. Since our first stage production in 1978, our community has come together each year to support and be entertained by the outstanding talents of our students. Annual productions provide opportunities for students to display their talents, while nurturing their creative abilities. In 2021, our Primary students staged *The Rocky Horror Monster Show*, while our Secondary students staged an adaptation of two picture books, John Marsden and Shaun Tan's *The Rabbits* and Mr Beetle's *Many Rooms* by Robert Magnuson. 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 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 with 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 competing at State and National levels.

## Learning from the environment

Nature play is an important part of our students' learning. Primary students regularly take the opportunity to learn from nature – from weekly classes in the Grammar Garden to donning gumboots and jackets and exploring the bush; staff incorporate the rich learning experiences uniquely available in our environment.

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



**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.**

All students participate in an extensive Camp program; from experiencing one night 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.

The School is 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. Round Square is based upon six pillars or IDEALS: Internationalism, Democracy, Environment, Adventure, Leadership and Service.

Our Primary and Secondary 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.



2021 started off with adventure, as 32 of our students set sail on the TSS Leeuwin off the coast of Fremantle.

On their return to School, students volunteered their services for *Eat Up*, an organisation that provides lunches to local Primary Schools. Fundraising continued in anticipation of international exchanges and conferences.

Our students are active participants in The Duke of Edinburgh's International Award; a program for young people, aimed at building their skills to equip them for life and work. By creating opportunities for young people to develop skills, get physically active, give service and experience adventure, the Award can play a critical role in their development.

2021 was an exciting year with many students in Year 9 and 10 signing up for the first time.



Two past students, Emily Anderson (2019) and Miranda Fahie (2020) achieved their Gold Award in 2021 and attended the prestigious ceremony held at the Perth Town Hall, where The Governor of WA presented them with their award.

# 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.

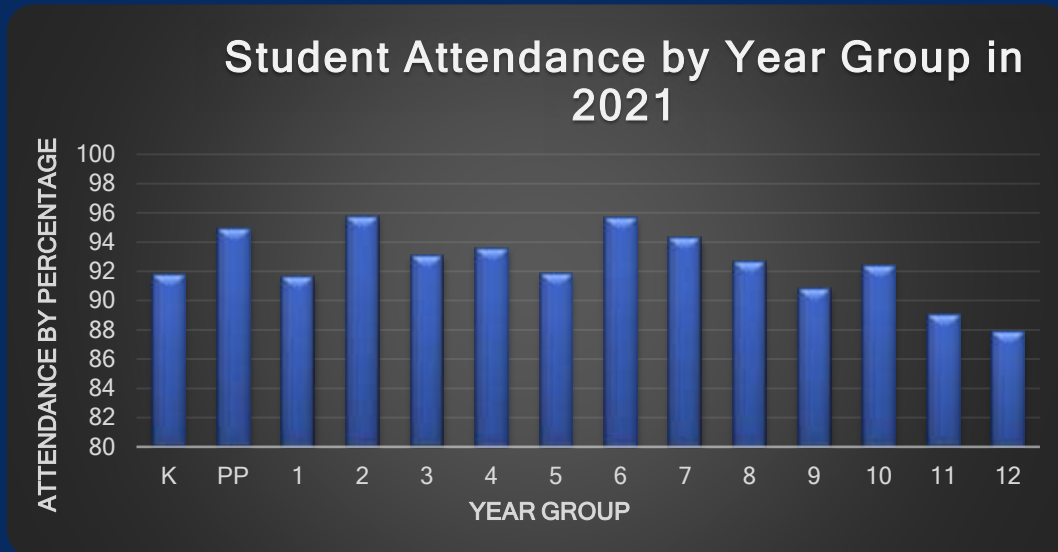
Primary School									
Year	K	PP	1	2	3	4	5	6	TOTAL
Female	6	4	7	14	9	14	16	15	85
Male	11	11	8	14	18	16	19	20	117
TOTAL	15	15	15	28	27	30	35	35	202

Secondary School							
Year	7	8	9	10	11	12	TOTAL
Female	26	35	39	35	28	31	194
Male	40	37	38	36	28	42	221
TOTAL	66	72	77	71	56	73	415



# 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 2021 is reflected in the table below.



The attendance rate for students in Years 1 to 10 for 2021 was 94% for Semester 1 and 85% for Term 3. [Data source: [MySchool](#)] The Head of School can require a student not to attend for health reasons and the lower attendance rate in 2021 is attributed to students, who were unwell with COVID-19 like symptoms, not attending school.

Regular attendance at School is a pre-requisite for students to obtain the best possible outcomes from their education in 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 an absence of five or less days per 10-week term, or one day of absence per fortnight.

Student attendance is recorded electronically on a period-by-period basis and absentees 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 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 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.







# Teaching and Learning

## 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 student 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.

## 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 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 individual students 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. Our School consistently performs at a higher level than State and National cohorts, and on par or better than similar schools. There is a variation between cohorts that reflects variable ability due to our non-selective enrolment process.

<b>Year 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>School Mean</b>	451	447	436	462	442
<b>National Mean</b>	438	425	421	433	403
<b>Similar Mean</b>	471	454	451	473	440

<b>Year 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>School Mean</b>	550	505	532	538	551
<b>National Mean</b>	511	480	504	503	495
<b>Similar Mean</b>	548	507	532	540	533

<b>Year 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>School Mean</b>	590	566	570	575	603
<b>National Mean</b>	542	522	548	533	550
<b>Similar Mean</b>	574	551	572	568	585

<b>Year 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>School Mean</b>	621	614	598	612	633
<b>National Mean</b>	577	551	580	573	588
<b>Similar Mean</b>	615	592	608	613	623

Data source: [MySchool](#)



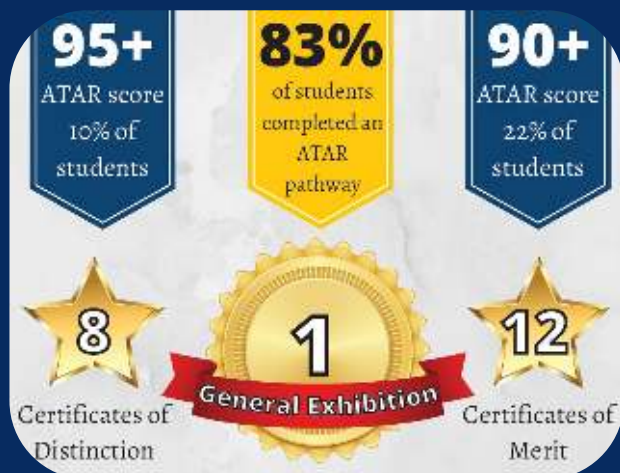
## Year 12, 2021

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.

## ATAR

The 2021 cohort achieved a median ATAR of 77.95, which included six students with scores above 95, one General Exhibition, eight Certificates of Distinction and 12 Certificates of Merit. 83% of students achieved an ATAR.



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

Since 2020, Western Australian universities have implemented early offer programs. As was the case in previous years, several of our Year 12 students applied, and secured places based on their 2021 mid-year examination results. Details of these offers is not reflected in the Tertiary Institutions Service Centre (TISC) application statistics. Therefore, the following TISC statistics for the 2021 cohort are incomplete and the number of students to whom early offers were extended is not available.

According to TISC, of the 37 Year 12 students who applied to attend a university through TISC, 21 students were offered their first preference and 33 were offered any of their preferences and three deferred. The median ATAR of those students who applied for a university course was 80.

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

## VET

In 2021, all Vocational Education and Training (VET) students achieved the certification for which they were aiming. In Year 10 to 12, eight students completed Certificate II, one completed a Certificate III and three completed Certificate IV.



## 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.

Of the students who responded to the survey:

- 70% were successful in their application to undertake a university course, and had a confirmed place to commence their studies in 2022
- 7% indicated that they would defer their place
- One respondent was undertaking an apprenticeship or traineeship
- 55% of respondents advised that they would be employed in 2022, and of that percentage, 55% were full-time and 45% part-time
- 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

# Community Satisfaction

Since 2012, the School has sought feedback from our Parents, Students and Staff through a biennial survey. An independent contractor is engaged to undertake these biennial surveys, seeking feedback from our community on the performance of the School and identifying 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 School continues to score well in all key performance areas, with excellent levels of satisfaction recorded by parents around the Learning Environments, Resources and Facilities, Co-curriculum opportunities, Values and Culture, Curriculum, Reporting and Communication.

Like parents, students valued the School's comprehensive Camp Program, sporting, and co-curricular opportunities on offer.

In the 2020 survey, staff provided comment on areas that they valued and these included the variety of co-curricular

opportunities available to students, the focus on student wellbeing, pastoral care, and the Camp Program.

While a survey is scheduled for the third quarter of 2022, the School welcomes all feedback and suggestions from our community at any time. We appreciate positive feedback and sharing this with those involved. We take seriously any concerns or complaints raised and provide a range of platforms for this to occur.

In addition to the formal avenues provided on our website, meetings with parents, student and staff also provide feedback about the satisfaction of people in these groups at the 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 of being one of the best independent day and boarding schools in regional Australia.

In June 2021, the School conducted a survey of Boarding students and their parents or carers, inviting feedback on communication, Boarding leadership, services provided, meals, student wellbeing, and recreational opportunities. The feedback was overwhelmingly positive; nevertheless, there were areas identified for improvement.



## 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 conducting 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**

**Chair**

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, PhD, M.Sc, BACQSW, GradDip (Theology)**

Appointment Ex Officio 27 November 2018

**Mr Matthew Basham, BArts**

Appointed: 26 April 2016

**Mr Rick Cooper BCom CPA**

Appointed: 6 October 2021

**Canon Darryl Cotton, BTh**

Appointed: 14 January 2016

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

Appointed: November 2021

**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

**Mr C Pettit BEd, DipTeach, GradDip Management**

Appointment: 12 August 2021

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

Appointment: 26 May 2016

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

Appointed: 24 September 2019

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

Head of School

Appointment: 1 January 2021

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

Observer

**Mrs J G Nobbs**

Secretary 2008 – 2021

**Mr Yale Bolto**

Secretary, CPA M(CommLaw) GAICD Agia BBus, 11 October 2021



# Workforce Composition

## As extracted from the Workplace Gender Equity Report 2022

Teachers	72 <sup>i</sup>	Includes 15 part-time	43 Females	29 Males
Support Staff	75 <sup>ii</sup>	Includes 55 part-time	55 Females	20 Males
TOTAL	147			

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

# School Leadership

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

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

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

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

Deputy Head (Wellbeing) Mr B J Duff, BCom, DipEd (Prim) 2010 to 2021

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 and Administration Mrs J G Nobbs (2008 to 30 August 2021)

Chief Financial Officer Mr Y J Bolto, CPA M(Commlaw) GAICD Agia BBus (from 11 October 2021)



## Primary Teaching Staff

**Primary Teaching Staff in 2021, 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 R Cook, BEd, 2021

Mrs K Cusack, Bed, 2021

Mrs T Duff, B Elementary Education, 2013 - 2021

Mr G W Dunbar, DipT, BEd, 2002

Mrs M Folland-Myors, Barts, DipEd, 2021

Mrs K Holdman, BSc (Physiotherapy), CertMHealth, GradDipEd, 2012

Mrs R Holmes, BEd (Hons), 2010

Mr K Kavanagh, Bed, 2021 (Sem 2)

Mrs J Lincoln, BTeach, MEd, 2018, 2021

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 - 2021

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

## Secondary Teaching Staff

**Secondary Teaching Staff in 2021, their qualifications and the year of commencement at the School, is shown below.**

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

Mr R Brooksbank, BA, BSc, DipEd, 2005

Miss A Brown, BComm, GradDipEd, 2021

Mr M Butler, BA, GradDipEd, 2015

Mr M Cabala, BEd, 2021

Mrs K Claassen, MSc, GradDipEd, 2018

Mr T Collins, BSc, MEd, 2021

Mrs J Commisso, BEd, 2021

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

Mr B Dunn, BSc, LLB, 2021

Mrs L C Fahie, BA, DipEd, MEd (Leadership & Management) 2000

Miss N Ferrier, BEd, 2021

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

Mr N B Goerling, BA, DipEd, Med, 1981

Mr P A Good, BEd, 2006

Mr K W Green, BAppSc, DipEd, 2005

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

Mrs T Howell, BA, DipEd, 2009

Miss S Jenkin, BEd, 2021

Mrs J Lockhart, DipT, 2008  
 Ms T Maree, BA (Hons) HDE, 2011  
 Ms H Marie, BEd, MEd, BEng, 2021  
 Mrs T Marshall, BEd, 2021  
 Ms M McCarthy, BEd (Prim), 2011  
 Mr S Molewyk, MEd, AMusA, GradCertSecEd (Maths), Cert IV (T&A), 2009  
 Ms S Motteram, BCreatInd, GradDipEd, 2011  
 Ms Aya Nishioka, MEd, 2021  
 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 – Sports Co-ordinator  
 Miss M Reinders, BSc (Hons), GradDipEd, 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  
 Mrs D S Tunnington, BA, DipEd, 1988-1993, 1994-1995, 2000  
 Mrs B J Walker, BEd, DipT, 2005  
 Mr D White, BBus, GradDipEd, 2012  
 Mr J Williams, BEd (Prim-Mid), 2013  
 Dr R Williams, BVetSc, MTeach, 2021  
 Mrs R Wilson, BA (PrimEd), BEd, 2012  
 Miss S Wordsworth, Bed, 2021  
  
 Mr D Mountford, BPsych, MPsych, 2019 – School Counsellor



# Boarding

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. Bunbury Cathedral Grammar School is one of three independent schools in Western Australia that provide co-educational boarding facilities, allowing siblings to attend the same school. 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, Chaplain, and School Psychologist assisting with the health and emotional wellbeing of students.

## Residential Boarding Staff

Head of Boarding

**Mr J Forbes**

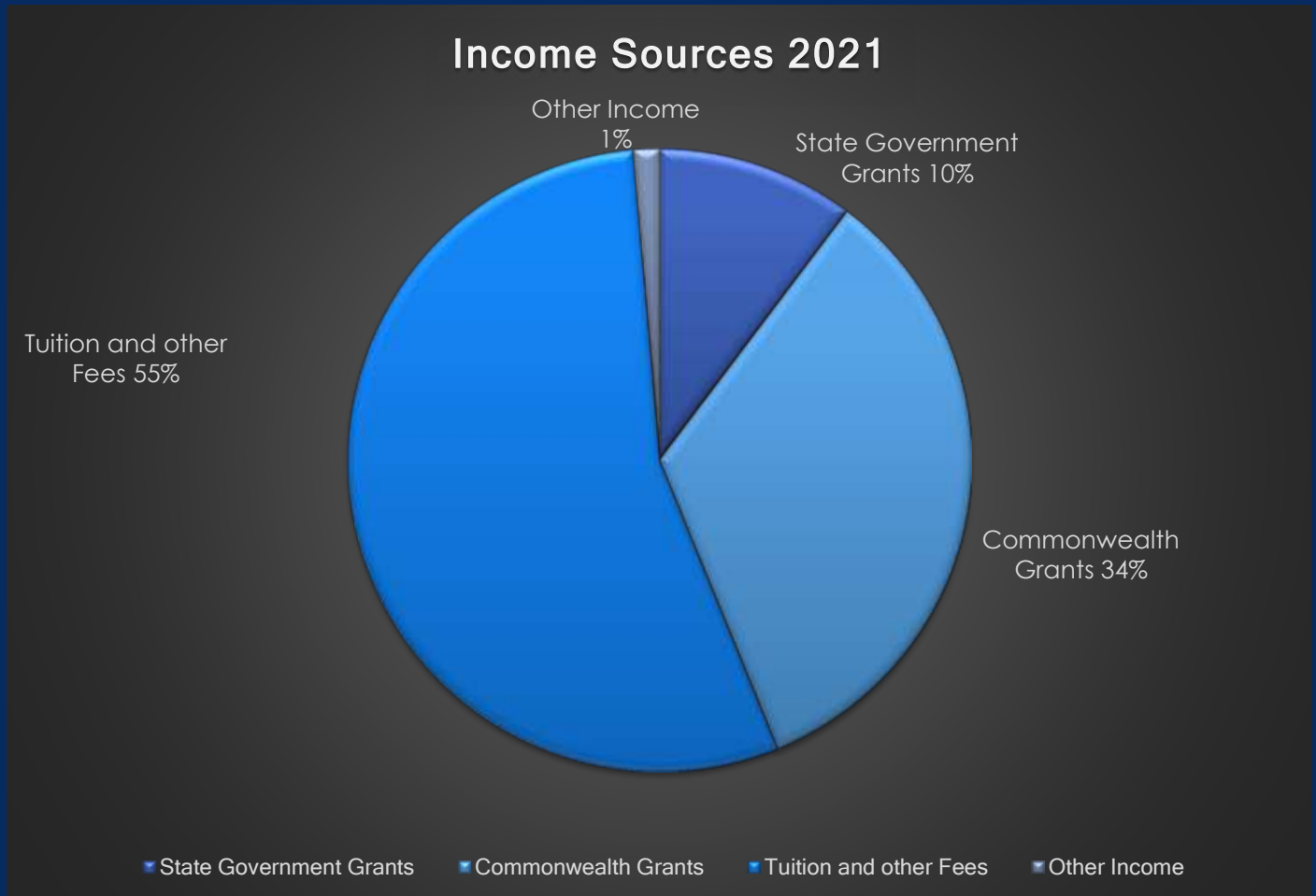
Residential Year Group Co-ordinators

**Ms M McCarthy**

**Mr J Williams**

**Ms J Pocock**

# School Income by Funding Source



Legend		Amount	Percent
	State Government Grants	\$1,667,501	10%
	Commonwealth Grants	\$5,462,693	34%
	Tuition and other Fees	\$8,918,404	55%
	Other Income	\$217,951	1%



Bunbury Cathedral  
Grammar School  
*every opportunity*

ABN 36 007 093 540

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

Web: [www.bcgswa.edu.au](http://www.bcgswa.edu.au) | Email: [administration@bcgswa.edu.au](mailto:administration@bcgswa.edu.au)