

Bunbury Cathedral Grammar School



Celebrating
5



YEARS
1972 - 2022

2022 Annual Report



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From the Head of School



Bunbury Cathedral Grammar School is a very special place, nestled in the beautiful bush of the Gelorup corridor. This land is the place of the dolphin dreaming, the home of the Wardandi people, and we acknowledge with respect that this has always been a place of learning, with our School only being a very recent addition to this learning landscape.

In 2022, we celebrated 50 years of serving and educating the wonderful young people of the Bunbury and Southwest region. As part of these celebrations, we acknowledge the founders who had the vision, the staff who implemented that vision, and the families who make up our great School. There have been wonderful successes and achievements to celebrate, pivotal moments upon which to reflect and many stories to share.

From humble beginnings, our School has grown to become a benchmark for day and boarding schooling in the Southwest, attracting families and students from across Australia and the world. Families who invest in an education at Bunbury Cathedral Grammar School know they get a high-quality all-round education focusing on excellence with an approach centred on positive relationships and care, and they also gain valuable opportunities for their children in all facets of their lives.

The history of a school like ours is living; shaping what we do today because of the journey we have taken. But it is a journey and, as we honour our past, we know that from this we can shape the future.

Matthew O'Brien
HEAD OF SCHOOL



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. A 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.

We continue 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 23 years, our swimmers have tackled the Rottneest 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 School ensembles or bands. Students can further develop their individual musical talents through participation in instrumental or vocal tuition, with accomplished tutors.

Our outstanding Drama program provides an environment that is conducive to developing students' individual expression and the skills needed to work in a group environment. Annual productions provide opportunities for students to display their talents. Since our first stage production in 1978, *Oliver the Musical*, our community has come together to support and be entertained by the outstanding talents of our students.



In 2022, our Primary students staged *The Greatest Show*, while our Secondary students staged an adaptation of Lucy Estela's picture book, *Suri's Wall*.

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.

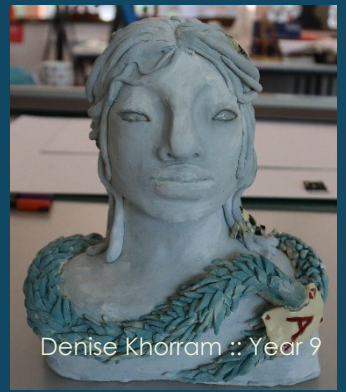




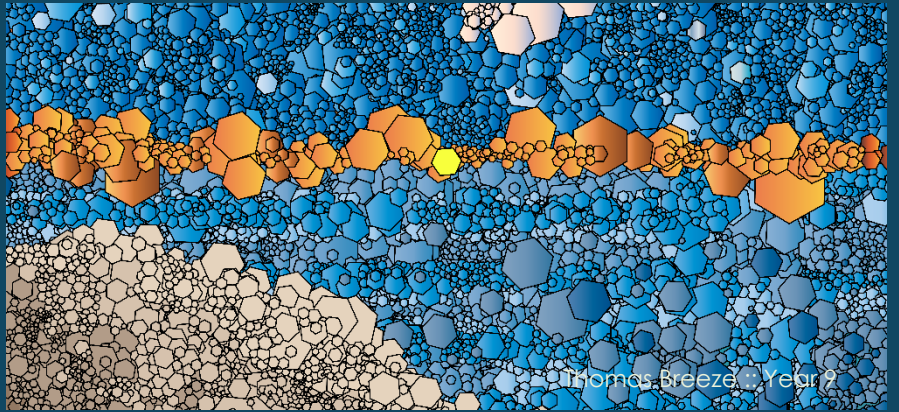
Lila Rose :: Year 10



Archibald Darlow :: Year 7



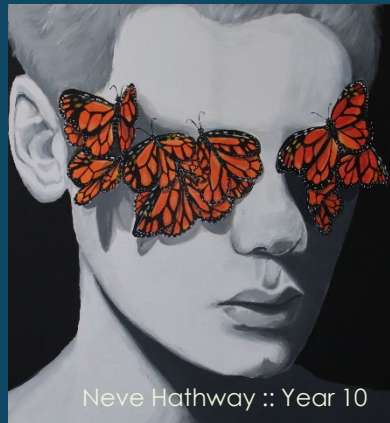
Denise Khorram :: Year 9



Thomas Breeze :: Year 9



Hannah Keall :: Year 11



Neve Hathway :: Year 10



Alex :: Year 4



Jessie Major, Cooper Ashby, Phelan Sable :: Year 6

Technology and innovation

We value innovation and critical thinking. 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. 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 embracing 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, Round Square is founded on the philosophy that a student's education is more than what occurs in the classroom.

Our Primary and Secondary students are encouraged to explore the Round Square IDEALS - Internationalism, Democracy, Environment, Adventure, Leadership and Service - through engagement with service projects, participation in conferences, or studying at a Round Square school through a thriving student exchange network.

2022 was the fourth year students in Year 3 to Year 6 participated in the reforestation project in the Ludlow forest. Working alongside members of the Ludlow Reforestation Group, each student planted between 100 and 200 trees.



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.



Alex Wildman achieved his Gold Award in 2022 and attended the prestigious ceremony held at the Perth Town Hall, where The Governor of WA presented him with the 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.

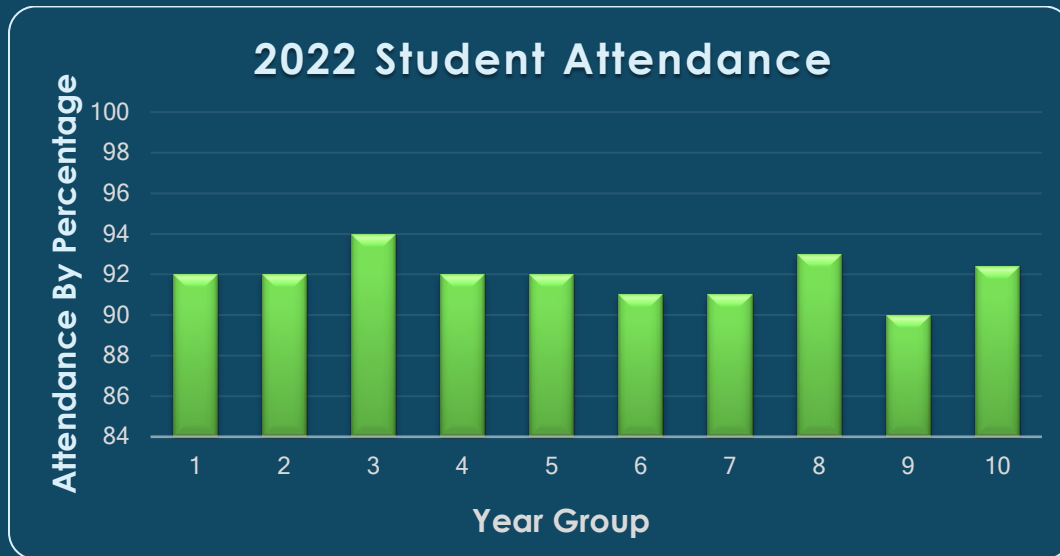
We recognise the importance of providing students with a positive experience as they commence their secondary schooling. Our Year 7 Transition Centre was one of the first in Western Australia and provides students with an important bridge between primary and secondary education.

Primary School									
Year	K	PP	1	2	3	4	5	6	TOTAL
Female	2	8	5	8	19	10	18	16	86
Male	12	14	14	9	19	18	16	23	125
TOTAL	14	22	19	17	38	28	34	39	211

Secondary School							
Year	7	8	9	10	11	12	TOTAL
Female	35	32	39	33	34	29	202
Male	40	38	42	37	25	25	207
TOTAL	75	70	82	70	59	54	410

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 2022 is reflected in the table below.



The attendance rate for students in Years 1 to 10 for 2022 was 93% for Semester 1 and 91% for Term 3. [Data source: [MySchool](#)]

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

The Model of Learning and Culture of Care at our School supports the transformation of natural abilities into developed skills. As a non-selective school, we welcome students of all academic talent and potential. 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.

Smaller class sizes provide an ideal environment to ensure the academic needs of all students are met. Small group learning is a feature of our Primary School, enabling students of comparative ability to work alongside each other and share their learning. Our Primary School Honours Program provides students, who thrive on learning challenges, with opportunities to participate in broadening activities. This is mirrored in the Secondary School in the Academic Talent Development program.

In both the Primary and Secondary school, there are opportunities for small groups of students, selected on achievements and potential, to take part in differentiated instruction, that extend and enrich their academic development.

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. Every effort is made to develop individualised and flexible learning pathways to support students in accessing school-based traineeships and experiential learning, while continuing to be supported by our teaching staff.

Pathway planning and careers education is provided to all students during Year 10. Our Work Experience 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, 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.

Year 3	Reading	Writing	Spelling	Grammar	Numeracy
School Mean	443	419	406	407	415
National Mean	438	422	418	433	400
Similar Mean	464	443	438	459	425

Year 5	Reading	Writing	Spelling	Grammar	Numeracy
School Mean	522	463	502	502	514
National Mean	520	484	505	499	488
Similar Mean	530	496	525	516	511

Year 7	Reading	Writing	Spelling	Grammar	Numeracy
School Mean	565	544	554	552	570
National Mean	543	530	547	533	546
Similar Mean	566	553	566	558	575

Year 9	Reading	Writing	Spelling	Grammar	Numeracy
School Mean	602	592	591	594	620
National Mean	578	560	577	573	606
Similar Mean	600	585	593	599	584

Data source: MySchool

Year 12, 2022

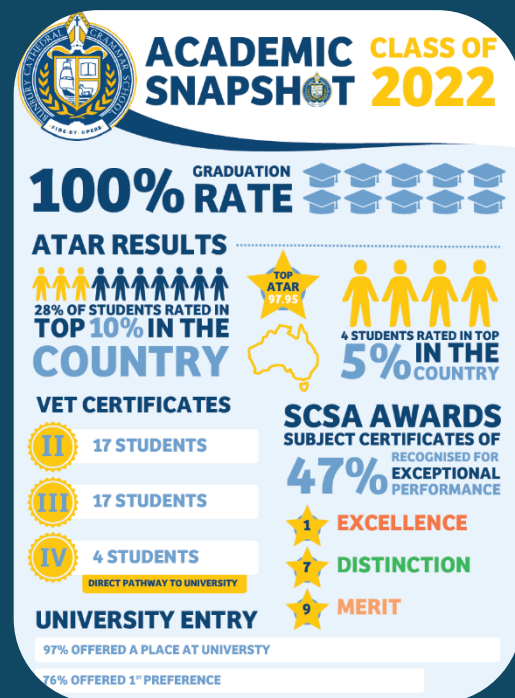
Going hand in hand with an excellent Model of Learning is the School's efforts to create a learning environment that is welcoming and safe for all students. We do this through the application of a Model of Care that incorporates aspects of Positive Education. The contribution that this makes to academic 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

A key reason for any student to attempt an Australian Tertiary Admissions Rank (ATAR) course is to secure a place at a tertiary institution. TISC data reflects that 82% of students who applied were offered their first preference; 97% were offered a place at university, with three students deferring.

Bunbury Cathedral Grammar School students achieved these excellent results despite not being an academically selective school and awarding a limited number of academic scholarships.



VET

In 2022, all Vocational Education and Training (VET) students achieved the certification for which they were aiming; 17 students completed Certificate II, 17 students completed Certificate III and four 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 2023.
- 10% indicated that they would defer their place.
- Two were undertaking an apprenticeship or traineeship.
- 70% of respondents advised that they would be employed in 2023, and of that percentage, 20% were either part-time or full-time and the balance were employed on a casual basis.
- In addition, many students have indicated that they intend to combine 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 surveys, seeking feedback from our community on the performance of the School and identifying areas for improvement. These surveys provide the School with reliable, measurable information to assist with future planning. The School has excellent longitudinal data around key areas of performance.

Overall satisfaction ratings drawn from the 2022 Survey remained consistently high, with overall satisfaction scores of 80%, 76% and 77% 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, Co-curricular opportunities, Resources and Facilities, Values and Culture, Curriculum, Reporting and Communication.

Students' highest satisfaction was recorded around Co-curricular opportunities and Reporting processes, a key element of which is individual goal setting for students. In addition, students reported high satisfaction rates for the School's Values

and Culture, School Communication, Learning and Resources and Facilities.

In the 2022 survey, staff provided comments 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.

A comprehensive report is available on the School's [website](#).

While surveys are scheduled biennially, 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, including anonymously via our website at [feedback](#).

In addition to the formal avenues, meetings with parents, students and staff provide opportunities for feedback about their satisfaction with 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.

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.

Board Membership 2022

Current (2023) membership is available on the [School website](#).



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



Canon Darryl Cotton, BTh
 Appointed: 14 January 2016



Mrs Rachel Lanagan
BSc (Hons), GradCert Bus
 (Parents and Friends' Association)
 Appointed: 24 April 2018



**Mr J Kent Lyon, BArch, BArts, ABWA, RAIA,
M.ICONOS, 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 Rick Cooper BCom CPA

Appointed: 6 October 2021

No Photograph available

Mrs Adele Harper BSc (Hons) Grad.

Certificate in Business Law

Appointed: November 2021

No Photograph available

ex officio Members

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



Mrs K E Chiera, BSc (Hons), MEd, PGCE
Head of Secondary & Deputy Head of School
Observer

Mr Yale Bolto
CPA M(Commlaw) GAICD Agia BBus
Secretary



Workforce Composition

As extracted from the Workplace Gender Equity Report 2023

		Part-time	Female	Male	Not Stated
Teachers	71 ⁱ	18	46	24	1
Support Staff	79 ⁱⁱ	54	60	19	
TOTAL	150		106	43	1

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, 2016

Head of Secondary Mrs K E Chiera, BSc (Hons), MEd, PGCE, 1999

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

Head of Primary Mr R J Whirledge, BA, MA, DipEd., 2017

Deputy Head (Wellbeing) Mrs L Marchant BA, GradCertEd (Early Childhood), 2022

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

Director of Studies – Secondary Mr D White, BBus, GradDipEd, 2012

Chaplain The Rev'd Canon G P Chadwick, BD (Hons), BSc, DipEd, 2005 - 2022

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

Primary Teaching Staff

Primary Teaching Staff in 2022, their qualifications and the year of commencement at the School, is shown below.

Mrs S Bancroft, BEd (EarlyChldSt), 2015 (Term 2),

Mrs G Biggar, BEd, DipT, GradDipAppSc, 2000

Miss S Bowles, BEd 2022

Mrs C Carlisle, HD Ed, 2011

Mrs R Cook, BEd, 2021

Mrs K Cusack, BEd, 2021

Mr G W Dunbar, DipT, BEd, 2002

Mrs K Grigg, BEd, 2022

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 D Wansborough, BA (Hons), MA, PGCE, 2017 (Sem 2)

Secondary Teaching Staff

Secondary Teaching Staff in 2022, 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
 Mr J A Cowan, BSc (Hons), GradCE, 1988 (Sem 2)
 Mr I A Dale, BPE, DipEd, 1991
 Mr R D Dawson, BHPE, DipEd, 2006
 Ms J C Diedrichs, BHIthSc, PGCertPH, GradDipT, 2022
 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
 Miss T Green, BA (Humanities), GradDip Ed, 2012
 Ms S Hindley, MA (Eng) PGCE (Eng/Drama/Media), 2011
 Miss L J Howell, BEd, 2022
 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
 Mr E S May, BCom GradDipAppSc, GradDipE, 2022
 Ms M McCarthy, BEd (Prim), 2011
 Ms S Motteram, BCreatInd, GradDipEd, 2011
 Ms Aya Nishioka, MEd, 2021
 Ms S E Paterson, BA (French), GradDipEd, 2022
 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
 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
 Mr W Tomlinson BSc, PGCE, 2022
 Mrs B J Walker, BEd, DipT, 2005
 Mr J Williams, BEd (Prim-Mid), 2013
 Dr R Williams, BVetSc, MTeach, 2021
 Mrs R Wilson, BA (PrimEd), BEd, 2012

Mr D Mountford, BPsych, MPsych, 2019-2022, School Psychologist
 Mrs S J Steinepreis, BEd, BPsych(Hons), 2022, School Psychologist

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 staff are employed as teachers in the School, and students benefit from access to teaching staff through the supervised Prep program. Students use 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 Counsellor assisting with the health and emotional wellbeing of students.

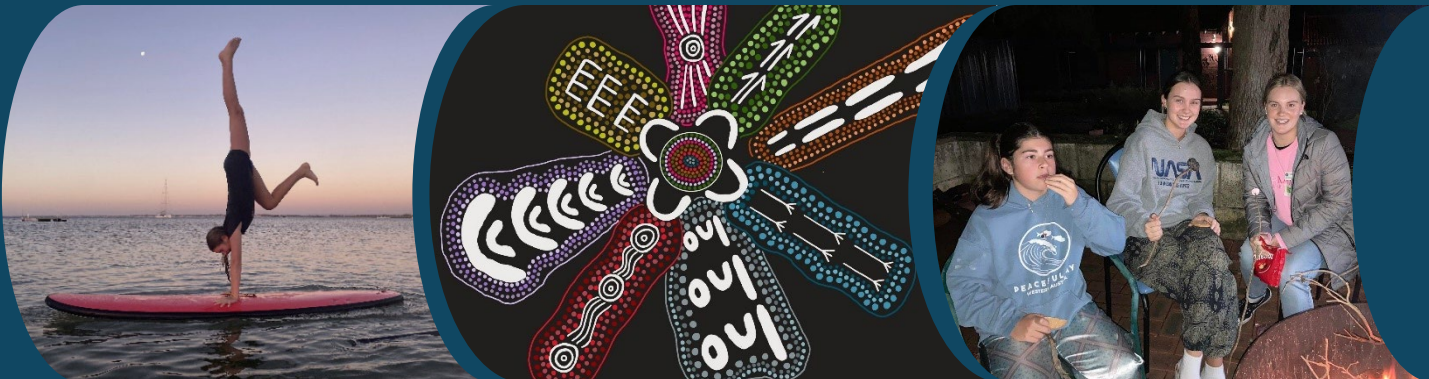
Residential Staff

Mr J Forbes, Head of Boarding, 2020

Ms M McCarthy, Residential Year Group Coordinator, 2021

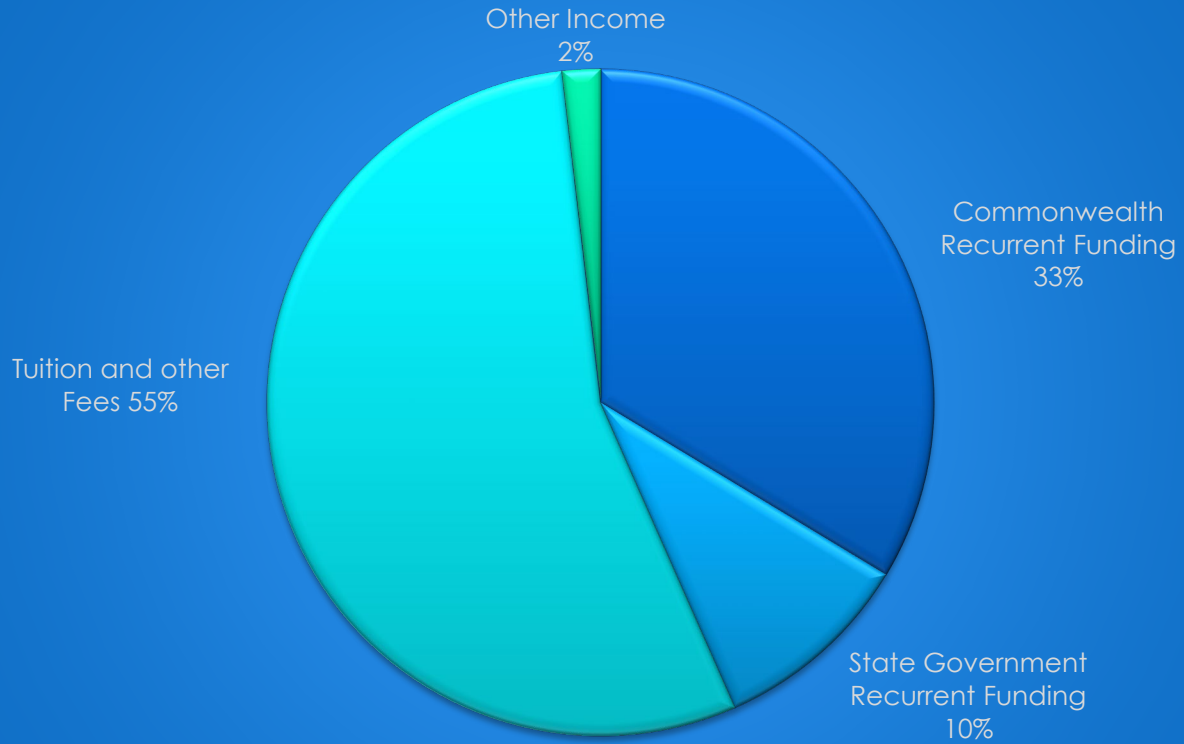
Mr J Williams, Residential Year Group Coordinator (2013 – 2022)

Ms J Pocock, Residential Year Group Coordinator, 2021-2022



School Income by Funding Source

Income Sources 2022



Commonwealth Recurrent Funding State Government Recurrent Funding Tuition and other Fees Other Income

Legend		Total Amount	Percent
	Australian Government recurrent funding	\$5,630,315	34%
	State Government recurrent funding	\$1,633,841	10%
	Fees, charges, and parent contributions	\$9,167,882	55%
	Other Income	\$307,081	2%



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