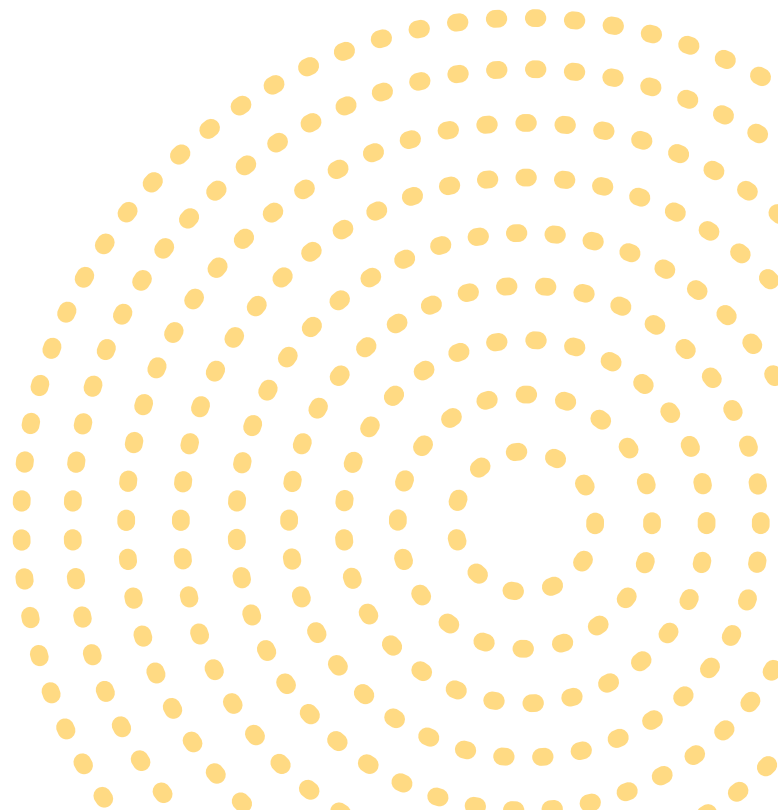
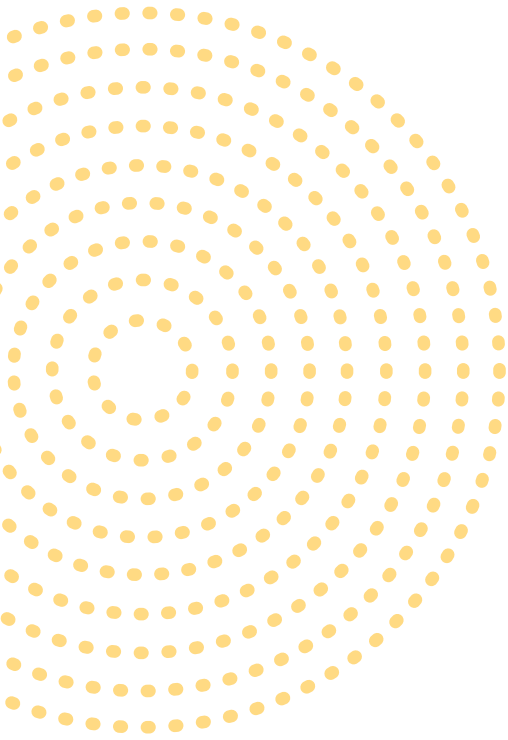


Bunbury Cathedral Grammar School

ANNUAL REPORT 2023



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From the Head of School

As we reflect on 2023, our strategic focus remained on “Reimagining the School’s profile and identity – Honouring the past and shaping the next 50 years.” This year has been one of reflection, vision development, and continued growth for our School’s future.

We implemented our strategic plan, guided by expert subcommittees, with a focus on critical areas including the review of the Year 5-8 curriculum, enhancement of experiential learning opportunities, development of outdoor education programs and camps, improvements in community and high-performance sports, and restructuring of the School’s timetable. This ongoing effort builds upon our 50-year legacy, enriching our educational offerings for the future.



Global perspectives are increasingly vital in today’s interconnected world. We have long encouraged international connections through productive relationships with the Round Square Association and many Schools abroad. In 2023 we have strengthened these connections, welcoming international students and forming new student study tour relationships with Indonesia and India. Round Square has resumed its activities, with students participating in regional and international exchanges, as well as attending the International Conference in Kenya.

We have embarked on an exciting new journey, becoming “The School in the Bush with a Farm”, thanks to the generosity and vision of our Bunbury Cathedral Grammar School family, particularly past parent Mrs Judy Morgan. The entire community united to raise funds for the core infrastructure of the farm, and we are now developing programs with our local and University partners.

Bunbury Cathedral Grammar School continues to grow in size, partnerships, and reputation. Our exceptional staff, outstanding environment, and diverse community equip our students with the skills to connect and succeed in a global future. Our world-class education, delivered here in the South West, sets us apart.

The excellence of our staff is a key reason for our students’ outstanding achievements. In 2023, despite the lingering effects of the pandemic, our graduating class achieved the best results seen in 15 years. We had a 100 per cent WACE graduation rate, with 43 per cent of the ATAR cohort placing in the top 10 per cent nationally and a median ATAR of 86.9. Importantly, 100 per cent of students who applied for university were offered a place, with 91 per cent receiving their first preference — an exceptional achievement.

Our success is due to our dedicated and professional staff. Our teaching staff include numerous Master’s degree holders, state-based teaching award recipients, and recognised Microsoft Innovative Educator Experts. We have specialists in gifted education, NAPLAN writing, and WACE examination marking, along with contributors to national curriculum reference groups. In sport, our staff includes state coaches and national-level competitors. Beyond the classroom, our staff members serve in leadership roles within national educational associations and community organisations.

This snapshot of our staff’s excellence highlights the unique environment we provide at Bunbury Cathedral Grammar School, making a profound difference in the lives of our students. We look forward to continuing this journey together, building on our strengths and embracing new opportunities.

Sincerely,

Mr Matthew O’Brien
Head of School

Our School

Bunbury Cathedral Grammar School community has flourished over the past 50 years, evolving from its inception into a vibrant, inclusive institution. The year 2023 has been particularly significant as we resumed a full schedule of activities post-pandemic, encapsulating the spirit and resilience of our community.

Historical Context and Growth

Founded by the passionate Bishop Ralph Hawkins and the South West community, Bunbury Cathedral Grammar School has grown from a local initiative into a globally recognised School. Established in 1972, it was the first independent, Anglican, co-educational day and boarding School in rural Australia, offering Early Learning, Primary, and Secondary education. Our diverse curriculum, offering VET, Certificate, and ATAR pathways, is delivered on a campus set on 33 hectares of natural bushland. This beautiful and expansive setting provides a unique environment that fosters both academic and personal growth.



The Year In Review - 2023

Bunbury Cathedral Grammar School is fortunate to have a diverse multicultural community, creating a tapestry of cultural exchange and understanding. It is a joy to see the community come together to celebrate our differences and learn from one another, reinforcing the inclusive ethos that lies at the heart of our School.

In 2023, staff and students celebrated the opportunity to fully engage in all activities again. From co-curricular programs, School productions, and camps to competitions, social events, and international exchanges, the School reconnected and celebrated our community spirit. Camps, carnivals, and community events provided wonderful opportunities for connection and engagement. A highlight of the year was the pandemic-delayed whole School production of *Shrek The Musical*, a true showcase of the community's talent, involving students, staff, parents, and alumni in a spectacular performance.

Many sporting teams excelled, achieving remarkable successes in various competitions. Highlights include victories in InterSchool Swimming, Cross Country, and Senior Netball. The new School mascot, Hawkins the Hawk, an initiative of the Student Executive, further enlivened these events, bringing colour and positivity to every occasion. Supported by dedicated staff and parents, sport continues to be a central part of the School community, fostering teamwork, discipline, and School spirit.

The arts thrived, with music ensembles performing widely and the annual Art and Technology Exhibition showcasing student creativity and staff dedication. These events not only highlight the talents of the students but also reflect the commitment of the staff to providing diverse opportunities for artistic expression and innovation.

Mission and Vision

Bunbury Cathedral Grammar School's mission is to provide excellence in all-round education within a unique environment. This unique environment encompasses not only our natural bushland setting but also the cultural, spiritual, and social dimensions of our community. Our goal is to create an environment conducive to the education, wellbeing, and development of our students through a caring, structured framework supported by our Anglican faith. This holistic approach ensures that our students are nurtured in every aspect of their development, preparing them to navigate and contribute positively to an ever-changing world.



Board of Governors

In 2023, the Board of Governors at Bunbury Cathedral Grammar School played a pivotal role in guiding the strategic direction of the School, with a renewed focus on the core mission, vision, and values following the School's 50th anniversary in 2022. The Board's efforts were aimed at maintaining excellence in education, fostering strong enrolment growth, investing in staff, and exploring new opportunities. At the end of Semester 1, the Board unveiled the framework for the School's current strategy to the community, honouring the past five decades while setting the stage for the next fifty years.

The year also saw significant changes within the Board. Mr Simon Jacob, who served as Chair since 2011, was recognised for his exemplary service with Honorary Life Membership as he stepped down in April 2023. The Board welcomed new members Mr Rob Bell and Reverend Nick Freeland and saw Mrs Adele Harper continue her contribution as a co-opted member of the Marketing and Enrolments Sub-Committee. The new Chair, Mrs Maria Cavallo, a former student and longstanding Board member, brings extensive experience and a deep connection to the School. The Board expressed pride in the achievements of the School community over the past year and gratitude to all members for their dedication and support.



Mr Simon Jacob
Chair 2011-2023



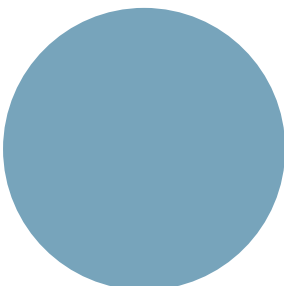
Mrs Maria Cavallo
Chair 2023-ongoing



Mr M Basham
Vice Chair



Mr Robert Bell
Board Member



Mr Rick Cooper
Board Member



Canon Daryl Cotton
Board Member



Rev Nick Freeland
Board Member



Mrs Rachel Lanagan
Board Member



Mr Craig Pettit
Board Member



Rt Revd Dr Ian Coutts
Visitor

Opportunities Beyond the Classroom

At Bunbury Cathedral Grammar School, the array of activities and events each year is designed to nurture and develop our students. From thrilling outdoor adventures such as The Meelup Run, mountain biking in the bush, outdoor expeditions, and stand-up paddleboarding at Koombana Bay, there is an activity for everyone. The breadth of opportunities available, thanks to our dedicated staff, ensures that every student can find and pursue their passion.

Our School camps are a highlight for many students, providing unique experiences that build lasting memories, friendships, and personal growth. The Year 5 camp to Perth includes a visit to ceramic artist Fleur Schell's studio, offering a hands-on creative experience, while Year 4 students venture to Dryandra, where they encounter endangered WA animals in a predator-proof enclosure. Year 6 students head to Canberra, experiencing national landmarks and tackling the challenge of skiing, which teaches perseverance and rewards effort. The Camp and Outdoor Education program culminates in Year 10 with the challenging, but memorable, Outward Bound expedition. These camps challenge, excite, and educate our students, extending learning beyond the classroom and building resilience.

Our students are also fortunate to have many talented staff members supporting their creative and co-curricular pursuits. Music ensembles perform at School and community events, showcasing the students' talents and enthusiasm. The Art and Technology Exhibition has grown each year, highlighting student artwork and the dedication of our staff in nurturing these talents. Additionally, our sporting teams excel, with notable achievements in swimming, cross country, and netball, supported by the presence of Hawkins the Hawk, our School mascot. These diverse opportunities and successes underscore the supportive and dynamic community at Bunbury Cathedral Grammar School.

The past year has been a vibrant tapestry of creativity and innovation in the Creative Arts at Bunbury Cathedral Grammar School. Our students and staff showcased their exceptional talent and dedication through stunning artworks, award-winning films, and collaborative projects.



Celebrating Creativity

A highlight was our participation in the Iluka Visions Art Exhibition at the Bunbury Regional Art Gallery, where several outstanding pieces from our students were featured, enhancing our reputation as a hub of creative excellence. During Discovery Week, Media and Creative Art students, guided by Mr Strindberg and Ms Cooper, designed and created a mesmerising movie set, complete with props and costumes, for their film *In a Galaxy Far, Far Away*. This project demonstrated their technical skills and imaginative storytelling abilities.

Year 10 Engineering students crafted a monumental Indigenous artwork-themed outdoor steel table and stools, inspired by past student Montanna Campbell's hoodie design, and this piece was prominently displayed at our Art and Technology Exhibition. The Woodworkers Collaboration Group returned during the Term 3 break, producing exquisite wooden artworks that were auctioned off. Additionally, the faculty hosted the Pre-Loved Pro Workshop by Loraine Martin, enriching our exhibition with diverse creative products.

Our students also shone at the Cinefest Film Festival and Bond University Film & Television Awards (BUFTA). Year 12 media student Declan Fahie reached the top five in the comedy section for his film *Captain Cardboard*, highlighting the strong development of artistic talent at our School. The Art and Technology Exhibition was the pinnacle of our artistic calendar, where students from Kindergarten to Year 12 showcased a breathtaking array of artworks. The Opening Night buzzed with creative energy, celebrating the culmination of hard work and artistic vision.

In the Primary Art room, students explored various mediums, creating intricate sculptures that showcased their burgeoning artistic talents.

Reflecting on the past year, we are inspired by the creativity, passion, and artistic growth demonstrated by our School community and look forward to another year of great achievements and artistic endeavors.



Annual Sports Review

The 2023 Annual Sports Review of Bunbury Cathedral Grammar School showcases the School's dynamic sports programs set amidst the beautiful South West landscape. The School fosters a strong culture of dedication and teamwork. The School's bushland, tracks, local waterways, and nature reserves are valuable resources that enhance the program and provide opportunities for students.

Throughout the year, the School participated in major carnivals in Bunbury and Perth. Country Week featured a 140-strong team of students representing the School in basketball, hockey, AFL, volleyball, soccer, netball, and speech and debating.

ACC Swimming - The ACC D Division Carnival was a resounding success, with Bunbury Cathedral Grammar School's swimmers excelling and securing a win. This marks the second consecutive year of promotion, and the School eagerly anticipates competing in the C Division in 2024.

Open Water Swimming - The open water season featured the Koombana Open Water Swim and the Busselton Jetty Swim, with over 20 students participating alongside alumni, staff, and parents. The Rottneest teams enjoyed near-perfect conditions, leading to a new School record by the mixed team of Ariane Diggins, Taneisha Scott, Tom Bouzada Olgiati, and Ruby McLellan.

Cross Country - The Annual Interhouse Cross Country event was a highlight, followed by outstanding performances at the SWSSA event and the ACC Cross Country Carnival in Perth. The team achieved an impressive sixth place out of 75 Schools, competing against over 4,600 runners.

Basketball - The 2022/23 Primary basketball season at Bunbury Cathedral Grammar School saw great success, with ten teams participating and strong parental involvement. In Secondary basketball, twelve teams competed, with several advancing to finals and notable victories. Two Primary teams reached the grand finals, with the Year 5/6 girls winning in both the B Division and C Division. In Secondary basketball, the Year 7 Boys A Division team triumphed in the Grand Final Year and the 8/9 Boys C Division also secured a win.

Netball - The 2023 Grammar Hawks netball season was marked by exceptional achievements and team spirit. Both Grammar Hawks 3 and Grammar Hawks 5 emerged victorious in their grand finals. The A Division team showcased unbeaten form throughout Country Week, culminating in a victory in the grand final against Manea Senior College.

Grammar Cricket Club - The 2022/23 season featured participation in the Bunbury and Districts Cricket Association competition with five teams. Notably the Year 10 students: Forming the "Grammar Redbacks" with Hay Park and winning the premiership under Mr Kelvin Green's guidance.

Hockey - The 2023 Hockey season was a testament to our club's growing strength and competitive spirit. With 11 teams participating in the Bunbury and Districts Junior Hockey Association, our teams achieved finals appearances in five divisions and reached grand finals in three divisions.

Equestrian - The Equestrian team showcased outstanding achievements at the WA InterSchool Equestrian Championships in Perth. Six Secondary School students competed across various disciplines such as dressage, show jumping and combined training. The team excelled with notable victories and multiple top finishes in participant classes.

Girls Australian Rules Football - The season saw 20 girls register, featuring an overnight trip to Perth to visit the Fremantle Dockers, tour their training ground, and meet AFLW players. Indigenous player Charlotte designed the inaugural BCGS Indigenous Jumper, a significant milestone celebrated with a School-wide presentation.

Annual Sports Review Cont.

Primary Sport - As part of the South West Primary Schools Association (SWPSA), students competed in swimming, hockey, netball, soccer, and football during the Winter Carnival. Additional activities included tennis, mountain biking, TeenGym, hip hop dancing, golf, badminton, volleyball, cycling skills, and swimming squad training.

Houses and Internal Events/Carnivals

Bunbury Cathedral Grammar School's vibrant House system and internal sports events foster a strong sense of community and healthy competition among students. Each House – Wilson, Goldsmith, Redding, and Knight – has its unique spirit and traditions, contributing to a dynamic School culture. In 2023, Goldsmith House emerged as the overall winner, ending a 13-year losing streak with their spirited participation and victories. Redding House secured second place, showcasing resilience and strong performances, particularly in the Cross Country and Athletics Carnival. Wilson House came in third, highlighted by their enthusiasm in the Swimming Carnival and successes in the Inter-Home Group Volleyball competition and Lishman Lap of Valour relay. Knight House, despite challenges, maintained high spirits and unity, finishing fourth overall.

The House system, enriched by a variety of events and activities, continues to be a foundation of the educational and wellbeing journey at Bunbury Cathedral Grammar School, fostering lasting memories and a strong sense of belonging. The collective efforts and achievements of each House throughout the year highlight the School's commitment to promoting teamwork, leadership, and community spirit among its students.

2023 Sporting Event Calendar

2022/23 Primary Basketball Season

ACC Basketball Carnival
 ACC Cross Country Carnival
 ACC Hockey Challenge
 ACC Swimming Carnival
 AFL Perth Tour (Girls)
 Associated Catholic Colleges of WA
 (ACC) Athletics Carnival
 Bunbury and Districts Cricket
 Association Competition
 Bunbury and Districts Junior
 Hockey Association Competition
 Bunbury Basketball Association Competition
 Busselton Hockey Carnival
 Busselton Jetty Swim
 Country Classic Tennis Competition
 Goldstix Hockey Tournament
 Inter-House Group Volleyball Competition
 Lishman Lap of Valour
 Meelup Run
 Perth Cricket Academy Pre Season
 Skill Development Program
 Primary Athletics Carnival

Primary Country Tennis Finals
 Primary Lishman Lap
 Primary Swimming Carnival
 Ross Meadows Shield - Secondary Champion
 Schools Hockey Boys
 Rottnest Channel Swim
 Secondary Interhouse Athletics Carnival
 Senior High Schools Country Week
 (School Sport Western Australia)
 South West High Schools Cup
 South West Primary Sports Association
 (SWPSA) Athletics Carnival
 Stand Up Paddleboarding
 Sunsmart Schools Tennis Classic Country Final
 Sunsmart WA School Surfing
 SWPSA Cross Country
 SWPSA Swimming Carnival
 SWPSA Winter Carnival
 WA InterSchool Equestrian Championships in Perth
 Whole School Interhouse Cross Country
 Womens Big Bash League Cricket
 Match Day Experience
 Year 7/8 Lightning Carnival



School in the Bush with a Farm

This year, Bunbury Cathedral Grammar School began an exciting journey to become the “School in the Bush with a Farm.” Thanks to the generous support of past parent Mrs Judy Morgan, who provided the land, the School community united on June 8 to raise funds for the farm’s development and infrastructure, demonstrating remarkable collaboration and shared purpose.

The School is collaborating with the wider community and university partners to integrate agricultural perspectives into existing educational programs. This initiative aims to create unique agricultural offerings tailored for our students. In 2024, formal consultations with stakeholders and experts will commence to design innovative academic programs in Agriculture and Agribusiness.

Significant progress has been made, including positive discussions with Emeritus Professor Graeme Martin from UWA and Alysia Keper from the WA Department of Education. These collaborations are expected to strengthen our partnership with UWA, providing early access to professional development and learning opportunities. Preliminary talks with the Bunbury Regional Trade Training Centre about offering vocational courses on the School Farm show promising potential. The announcement of a long-term lease on a 30-acre property near the School has been met with enthusiasm, marking an exciting new chapter in the School’s history.

Duke of Edinburgh Award Program

The Duke of Edinburgh’s Award is a youth development initiative designed to help young Australians aged 14-24 realise their potential and discover their purpose, passion, and place in the world. The program offers three levels of achievement—Bronze, Silver, and Gold—each with increasing challenges and rewards. Participants engage in four key areas: Physical Recreation, Skills, Voluntary Service, and Adventurous Journey.

In 2023, the program at Bunbury Cathedral Grammar School experienced notable growth and success. During Discovery Week, Year 9 students participated in various activities such as designing caps, learning golf, tree planting, knitting, sewing pram covers, orienteering, and a city navigation challenge. The week concluded with a House competition emphasising teamwork. Interest in the Award surged, particularly among Year 9 students. A significant achievement was Year 12 student Declan Fahie receiving his Gold Award at Government House.

To further support and enable the growth of program participation, we held a Professional Learning session during Term 2, run by the Duke of Edinburgh Award and the Ignite Program, to train eight additional staff members as Award Leaders within our School. We extend our gratitude to Mr Potter, Mrs Wansborough, Ms Pocock, Ms Elliot, Mrs McGregor, Mrs Lincoln, Mrs Fahie, and Mrs Bandy for their dedication in obtaining this qualification and for their efforts in keeping students engaged in the program.

The program’s expansion and participant accomplishments underscore its positive impact and future potential at the School.

Student Wellbeing

Enhancing Wellbeing at Bunbury Cathedral Grammar School: A Focus on Positive Psychology and Structural Improvements

Bunbury Cathedral Grammar School remains steadfast in its commitment to fostering the wellbeing and mental health of its students and staff through a dedicated focus on Positive Psychology. Guided by the PERMAH model (Seligman, 2002), the School integrates six key elements - Positive Emotions, Engagement, Relationships, Meaning, Accomplishment and Health - to shape its comprehensive Wellbeing Model. Throughout the 2023 academic year, significant strides were made in bolstering the School's wellbeing framework, particularly within the Secondary School division. Under the leadership of Mr Kelvin Green, who joined the Secondary Executive team, the School implemented the Positive Behaviour for Schools model. This initiative marks a pivotal shift aimed at reinforcing positive behaviour expectations, providing a structured approach to student wellbeing across all levels.

Moreover, Bunbury Cathedral Grammar School continues to innovate in wellbeing assessment through the Flourishing in Schools survey, aligned with the PERMAH model. This pioneering survey not only offers students personalised feedback to enhance their wellbeing but also equips the School with invaluable insights into wellbeing trends across different year groups and cohorts. Despite the challenges posed by external factors such as the ongoing COVID-19 impacts, the School's commitment to nurturing a supportive environment is evident in the sustained levels of reported good wellbeing among students. Moving forward, the School remains dedicated to refining its strategies to ensure continual growth in student wellbeing, guided by evidence-based practices and a holistic approach to education.



NAPLAN Results

Bunbury Cathedral Grammar School is pleased to present the 2023 NAPLAN results, reflecting the academic achievements and progress of our students across different year levels. The new NAPLAN reporting framework, introduced this year, categorises student performance into four proficiency levels: Exceeding, Strong, Developing, and Needs Additional Support, providing a clearer insight into our students' strengths and areas for improvement.

Primary School Highlights

Year 3 Cohort: Our Year 3 students have demonstrated commendable performance, surpassing the National Mean in Numeracy, Reading, Spelling, and Grammar and Punctuation. Comparatively, they have matched the mean scores in Grammar and Punctuation, and Writing, while exceeding in Spelling.

Year 5 Cohort: The Year 5 cohort has excelled, exceeding the National Mean across all assessment areas and meeting or surpassing the Similar School Mean. These results highlight sustained or improved performance from Year 3, underscoring the effectiveness of our teaching methodologies and the resilience of our students.

YEAR 3					
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
School Mean	409	408	418	430	415
National Mean	404	417	404	409	406
Similar Mean	442	413	398	429	440

YEAR 5					
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
School Mean	535	501	509	521	537
National Mean	496	483	490	496	488
Similar Mean	539	497	497	524	513

Secondary School Achievements

Year 7 Cohort: The Year 7 results showcase a diverse cohort achieving above State and National means, with notable performances in Writing and Spelling, exceeding Similar Schools. Our Year 7 cohort has demonstrated strong progress and engagement in their academic journey.

Year 9 Cohort: Our Year 9 students have achieved excellent results, surpassing both National and State means across all assessed domains. Notably, they have excelled above Similar Schools in Numeracy, Reading, Writing, and Spelling, with performance on par in Grammar and Punctuation. These results signify robust academic growth and preparedness for future educational challenges, and are a testament to the strong academic focus at our School.

YEAR 7					
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
School Mean	567	556	553	560	573
National Mean	536	534	539	539	538
Similar Mean	577	543	550	567	572

YEAR 9					
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
School Mean	624	615	593	604	630
National Mean	565	567	568	556	568
Similar Mean	609	602	589	605	608

Overall School Performance

Bunbury Cathedral Grammar School remains committed to leveraging NAPLAN data to refine teaching practices and enhance student outcomes. Initiatives such as targeted literacy programs and comprehensive assessment strategies underscore our dedication to personalised education and continuous improvement. We celebrate the achievements of our students and are dedicated to fostering a culture of academic excellence and lifelong learning.

Online Literacy Numeracy Assessment

The Online Literacy and Numeracy Assessment (OLNA) is a test for secondary students in Western Australia to ensure they meet minimum standards in literacy and numeracy necessary to obtain the Western Australian Certificate of Education (WACE). It is conducted annually in March and September for students in Years 10, 11, and 12. Students have multiple attempts to pass the assessment, with up to six opportunities available until they achieve the required standard.

	NUMERACY	READING	WRITING
Number of students assessed	27	19	34





ACADEMIC SNAPSHOT CLASS OF 2023



SCSA AWARDS: CERTIFICATES OF



1 EXCELLENCE



8 DISTINCTION



10 MERIT



91% OFFERED 1ST PREFERENCE AT UNIVERSITY

Pre-Kindergarten to Year 12 | Anglican | Independent | Co-Educational | Day and Boarding | www.bcgs.wa.edu.au

Year 12 Western Australian Certificate of Education

In 2023, Bunbury Cathedral Grammar School celebrated outstanding Year 12 achievements. Nearly half of the cohort achieved an ATAR score above 90, placing them in the top 10% nationally. Aaliyah O'Connell secured the highest ATAR score of 99.1. The School's median ATAR was the highest in several years, with 100% of university applicants gaining entry, and 91% securing their first preference. Congratulations to the 2023 Year 12 cohort for their exceptional achievements and perseverance. As they embark on their post-School journeys, we are confident that their skills and accomplishments, alongside the lessons learned at Grammar, will guide and sustain them in their future endeavors.

The 2023 cohort received the following awards:

- 1 Subject Certificate of Excellence
- 8 Certificates of Distinction; and
- 10 Certificates of Merit
- 7 Students with ATAR above 95

Vocational Education and Training Participation

19 Vocational Education and Training (VET) certificates achieved in the following skills:

Certificate II in Workplace Skills
 Certificate II in Electrotechnology
 Certificate II in Electrotechnology (Career Start) (Electrotechnology Pre-Apprenticeship)
 Certificate II in Hospitality
 Certificate II Sport and Recreation
 Certificate II in Civil Construction
 Certificate II in Engineering
 Certificate II in Engineering Pathways
 Certificate II in Tourism
 Certificate II in Engineering (Mechanical Fitter and Machinist Pre-Apprenticeship)
 Certificate III in Music
 Certificate III Education Support
 Certificate IV in School Based Education Support
 Certificate III in Performance Horse
 Certificate III Aviation
 Certificate III in Fitness
 Certificate III in Health Services Assistance
 Certificate II in Medical Service First Response

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:

- 91% were successful in their application to undertake a university course commencing in 2024
- 27% indicated they would be taking a gap year, either deferring studies or enrolling the following year
- 72% of respondents advised that they would be employed in 2024
- 50% were either part 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.

International Students and Global Engagement

Bunbury Cathedral Grammar School strives to enrich the student experience with international perspectives while preserving its identity as a rural Western Australian institution. With a rich tradition of fostering global connections, we maintain strong relationships with institutions like Global Islamic Boarding School in Indonesia, Meitoku High School and the City of Setagaya in Japan, and over 250 Schools from around the globe facilitated by our active membership in the Round Square Association.

Key Highlights for 2023:

- Welcoming the first cohort of international student back to BCGS.
- Government Export Development Grant: Enabled the School to establish and strengthen connections with international education agents, facilitating the enrolment of new international students.
- New Relationships: Developed student study tour programs with Indonesia and planned a Principal and School Owner study tour from India for 2024.
- Round Square International Conference : Six students and two staff attended the conference in Kenya, with a pre-conference tour in Tanzania at the School of St Jude. The experience included a safari experience and interactions with local communities, fostering global understanding and appreciation.
- Round Square Global Conference: Six students and two staff attended the global conference hosted by Whanganui Collegiate School, New Zealand. This conference provided opportunities for delegates to hear from guest speakers and take part in cultural visits, along with participating in leadership and service opportunities.
- Heads Symposium in the UK: The event was attended by Head of School and provided networking opportunities and insights from Schools with similar demographics.



Boarding at Bunbury Cathedral Grammar School

A Year of Growth and Community

Our modern, cottage-style boarding units nestled within our scenic School grounds provide a warm and inviting atmosphere conducive to building lifelong friendships. Accommodating up to seven students of the same gender, these units feature shared amenities that promote convenience and comfort, with younger students in shared bedrooms and older students enjoying private rooms for personalised space.

As one of only three co-educational boarding schools in Western Australia, Bunbury Cathedral Grammar School offers families a unique opportunity for their children to receive a cohesive educational experience in a nurturing environment. Our boarding options cater to diverse needs, including full-time, short-term, FIFO arrangements, overnight stopovers, sleepovers, and accommodation for international students.

Offerings:

Full-Time Boarding

Short-Term Boarding

FIFO Boarding

Overnight Boarding: Stopovers and Sleepovers

International Student Boarding

2023 has been a transformative year for Bunbury Cathedral Grammar School's boarding community, marked by significant achievements and enhancements aimed at enriching the student experience.

Welcoming a diverse cohort of new boarders has invigorated our community, complemented by the launch of initiatives such as the Big Brother Big Sister program and Guest Speaker series. These initiatives have fostered positive relationships and personal development among our boarders, creating a supportive and engaging environment.

The completion of major boarding refurbishments is another milestone, featuring a fresh, bright feel for bedrooms and a security cabinet for the storage of devices overnight. Additionally, the incorporation of Indigenous names for our units underscores our commitment to cultural respect and integration within our boarding community.

Central to our success are the senior students who serve as role models, guiding their peers and leaving a lasting legacy of camaraderie and inclusivity. Their leadership ensures that Bunbury Cathedral Grammar School's boarding environment remains a home away from home for all students.



Enrolments

Bunbury Cathedral Grammar School offers enrolment from Pre-Kindergarten to Year 6 in the Primary section, and from Year 7 to Year 12 in the Secondary section. The Primary education program is inquiry-based, encouraging students to ignite their passion for learning. Recognising the natural curiosity of children, the School provides resources that facilitate experiential learning. This approach enables students to contribute positively to their personal growth and enhances their educational outcomes.

Transitioning to Secondary School, Bunbury Cathedral Grammar School offers a unique Year 7 Transition Centre, one of the first in Western Australia. This centre provides an important bridge between primary and secondary education, ensuring students have a positive experience as they commence their secondary schooling.

The School's commitment to quality education and student wellbeing has led to steady growth in enrolments across all year levels. Looking ahead to 2024, significant enrolment increases have resulted in additional streams or classes in several year groups. Specifically, additional streams have been announced for Year 9 and Year 10, with a new stream for Year 7 opening due to high demand.

The Primary School's 3-year-old program, Little Grammies, Kindergarten, Year 2, and Year 4 are at full capacity for 2024. The continued growth and positive community support are evident, with 78% of families applying in 2023 having learned about the School through family or friends.

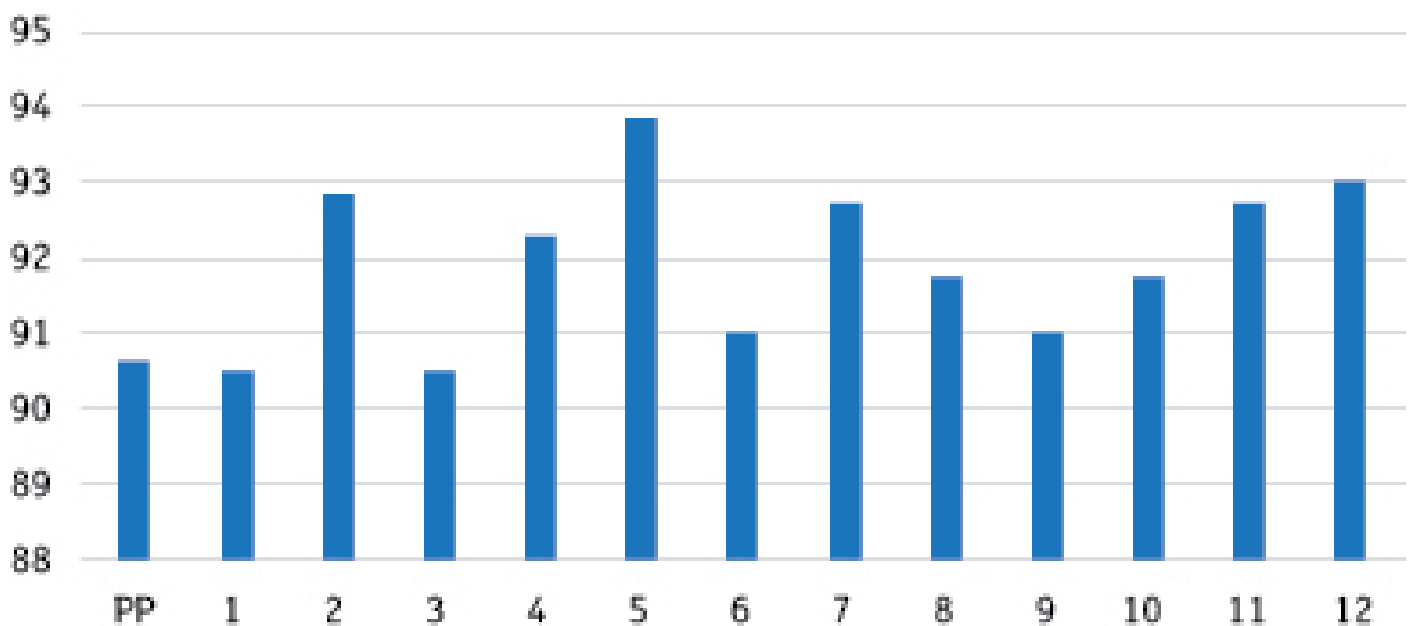
PRIMARY	FEMALE	MALE	TOTAL
Kindergarten	10	9	19
Pre-primary	13	4	17
Year 1	14	12	26
Year 2	14	6	20
Year 3	10	11	21
Year 4	21	20	41
Year 5	22	17	39
Year 6	18	21	39
TOTAL	122	100	222
SECONDARY	FEMALE	MALE	TOTAL
Year 7	38	27	65
Year 8	38	43	81
Year 9	40	42	82
Year 10	32	40	72
Year 11	36	33	69
Year 12	22	32	54
TOTAL	206	217	423

Student Attendance

Bunbury Cathedral Grammar School demonstrates a robust commitment to student attendance, achieving an overall average of 91% from Pre-Primary to Year 12 for the year 2023. Notably, 73.4% of students attend more than 90% of the academic year, with this figure rising to 74.4% in Years 10, 11, and 12. These statistics highlight our proactive approach in fostering high levels of engagement and academic success among our student body.

Regular attendance is fundamental to our holistic approach to education, ensuring students benefit fully from their academic, social, and personal development. Attendance data is meticulously recorded electronically on a period-by-period basis, with absences reconciled against notifications submitted by parents. Our dedicated Student Services staff contact parents or guardians promptly regarding any unexplained absences, ensuring comprehensive support for each student's attendance journey.

Through ongoing monitoring and supportive interventions, including personalised meetings with students and families, we uphold accountability and foster a collaborative environment that enhances student outcomes. These efforts underscore our commitment to transparency and our mission to provide an educational environment where every student can flourish. The table below shows the student attendance for students from Pre-primary to Year 12:



Student attendance level information is collected by Schools and reported on the My School website twice yearly Semester 1 (Terms 1 and 2) and Term 3. The My School website provides information that supports national transparency and accountability of Australia's School education system through publication of nationally consistent School-level data. It complements other reporting measures aimed at ensuring schools and school systems are accountable to parents/carers and to the broader community.

[My School Portal](#)

Strategic Planning and Vision for 2023

In 2023, Bunbury Cathedral Grammar School focused on “Reimagining the School’s Profile and Identity – Honouring the Past and Shaping the Next 50 Years.” To implement strategic priorities and ensure continuous quality improvement across curriculum, co-curricular activities, and academic excellence, key committees and working groups were established. These groups assessed data, issues, and trends, recommended actions, and implemented approved changes, with oversight from the Staff Executive, Management, and the Board of Governors. This internal management structure has been pivotal in shaping strategic initiatives and continuously enhancing the School for the benefit of our students.



Year 5-8 Curriculum and Teaching and Learning Programs

Purpose: To review and enhance the curriculum for Years 5-8, ensuring continuity with preceding and subsequent years.

Outcome: Positive changes were identified to align with the Australian Curriculum and develop a unique value proposition. The new programs aim to engage students and staff more effectively, increase rigor and cross-subject teaching, and provide training for independent learning and recreation.

Implementation Plan

Daily Lesson Overviews: Implementing daily lesson overviews with a shared understanding among staff teaching Years 5-8. This will begin with Years 7 and 8 in 2024 and extend to Years 5 and 6 in 2025.

Consistent Documentation: Developing a consistent approach to documenting teacher programs across Years 5-8, with full implementation across all levels in 2024.

Scope and Sequence: Creating a Scope and Sequence that maps topics and key concepts to be covered across Years 5-8. Implementation will occur from 2024 to 2025.

These initiatives are designed to create a cohesive and comprehensive educational experience, ensuring that students are well-prepared for future academic challenges and personal growth.

Timetable Structure for Early Years, Primary, and Secondary School

Purpose: To review and optimise the School’s timetable structure.

Outcome: A new timetable model was proposed to support identified programs, ensuring suitable lesson lengths and breaks for cognitive and physical transitions. The review emphasised flexibility and autonomy for students, accommodating activities like multi-year group options, tutorials, sports, and music. Recommendations considered all educational phases, from early learning to senior secondary.

Implementation Plan

Starting 2024, the School will replace the traditional seven short lessons with four longer 80-minute lessons daily. This change aims to facilitate more in-depth exploration and engagement in studies. Strategic breaks between lessons will support student wellbeing and focus, providing ‘brain breaks’ for smoother transitions between subjects.

Education and Care

Purpose: To expand our educational offerings by introducing an Education and Care facility, enhancing our early childhood education services, and meeting community demand.

Outcome: Establish a high-quality Education and Care facility within the Eric Speed Centre, catering for one to four-year-olds and incorporating our existing Little Grammys and Kindergarten programs. This strategic initiative reflects our commitment to enhancing educational opportunities for families and meeting the growing demand for early childhood education in our community.

Enhancing Early Years Education: Quality Improvement Plan, and Curriculum Programs

Purpose: To elevate early childhood education standards through targeted initiatives and utilising up-to-date practices backed by evidence, ensuring students are exposed to best practice inside and outside the classroom.

Outcome: By prioritising early years quality improvement, we aim to provide a robust educational foundation that engages students and nurtures holistic development, preparing our children for lifelong learning. This will be achieved through targeted explicit instruction using evidence-based programs, such as Sounds Write, Heggerty and Talk for Writing, alongside the collection and analysis of relevant student data.

Our children will be inspired and engaged through continued exposure to our bushland environment, a focus on intentional nature play and teacher directed inquiry learning. These approaches ensure we maintain a holistic approach to the teaching and wellbeing of each child and deliver an exceptional early childhood education that is responsive to the evolving needs of our students.

Whole School Experiential Learning, Outdoor Education, and Camps Program

Purpose: To review, expand, and enhance the School's experiential learning and camps program, considering age, developmental stage, educational intent, and program relationships. Explore and consider outdoor education subjects leading to ATAR and Certificate level qualifications.

Outcome: For 2024, new subject offerings include Outdoor Education as a Specialist Semester Course for Year 10 and a Certificate Course in Outdoor Recreation for Year 11. A comprehensive scope and sequence was developed for camps from Kindergarten through to Year 12. Shorter camps have been introduced for Year 11 and Year 12 based on feedback. Each camp now uses a new model for comprehensive risk analysis and a post-camp review process.

Community Sport and High-Performance Sport Programs

Purpose: To transition the School's sport programs to a community placed sport model and enhance high-performance pathways.

Outcome: A plan was developed to make sports more inclusive and community-focused. High-performance pathways were linked to existing development teams in the region, and an expanded scholarship processes was implemented.

The School Farm

Purpose: To integrate agricultural perspectives into our educational programs, expand academic offerings in Agricultural Sciences and Agribusiness, and develop a plan for effective management and utilisation of the School Farm.

Outcome: By acquiring the farm and identifying appropriate agricultural practices and community partners, we aim to support sustainable land use. The plan includes infrastructure development to enhance education programs across all student levels. Collaborations with community stakeholders and university experts will enrich our educational offerings and student opportunities in the agricultural sector.

This year marked a significant period of reflection, growth, and the development of a forward-looking vision for the School's future. As the School moves into 2024, the overarching theme moves into "A Community Based on Positive Relationships – Building, Defining, and Strengthening School Culture."

Community, Parent, Staff and Student Satisfaction

Since 2012, Bunbury Cathedral Grammar School has been committed to regularly gathering feedback from its community through a comprehensive biennial survey. This survey engages parents, students, and staff to evaluate the School's performance and identify potential areas for enhancement. The data collected from these surveys provides the School with valuable insights and measurable information to inform future planning and decision-making. The most recent survey, conducted in 2022, demonstrated strong overall satisfaction, with scores of 80% from parents, 76% from students, and 77% from staff. The School continued to score well in all key performance areas, with excellent levels of satisfaction recorded by parents regarding learning environments, co-curricular opportunities, resources and facilities, values and culture, curriculum, reporting, and communication. A comprehensive report is available on the School's website. The next biennial survey is scheduled for August 2024.

In addition to the biennial surveys, the School actively encourages continuous feedback from its community. Various formal and informal avenues are available for parents, students, and staff to share their insights and experiences. These include parent-teacher meetings, SEQTA communications, and student reflections on assessments and termly goals. The School also provides an anonymous feedback option via its website, ensuring that all voices can be heard without hesitation.

Social and special events organised by various School committees, such as the Paint and Sip evening, Mother's Day Breakfast, sports carnivals, and cross-country events, further facilitate community engagement and feedback. Additionally, the School hosts Parent Information evenings and Soup Seminars, offering platforms for parents to discuss their satisfaction and contribute suggestions. The reputation of Bunbury Cathedral Grammar School as one of the leading independent day and boarding Schools in regional Australia underscores the success of these feedback mechanisms and the School's commitment to excellence.

[2022-Survey-Parent-Report.pdf \(bcgs.wa.edu.au\)](https://www.bcgswa.edu.au/2022-Survey-Parent-Report.pdf)



Workforce Composition

As detailed in the 2022-2023 Gender Equality Report, submitted in accordance with the Workplace Gender Equality Act 2012, Bunbury Cathedral Grammar School employed 157 staff members during the reporting period. The School prides itself on a diverse and dedicated workforce committed to delivering high-quality education. Reflecting broader education industry norms, the workforce comprises 69% female and 31% male employees. This composition underscores the School's inclusive hiring practices and dedication to fostering a balanced working environment.

In 2023, the retirement of several staff members, including prominent female teaching staff, led to the recruitment of recent graduates and the implementation of a new middle management structure to support leadership across year groups. We remain steadfast in our commitment to fostering an inclusive and equitable environment. Strategies are in place to ensure equal representation in leadership roles and to support all staff members in their professional development.

Workforce Breakdown

Total Staff employed in 2023: 157

Gender Composition | Female: 69% | Male: 31%

Management Staff: 9 (Male: 6, Female: 3)

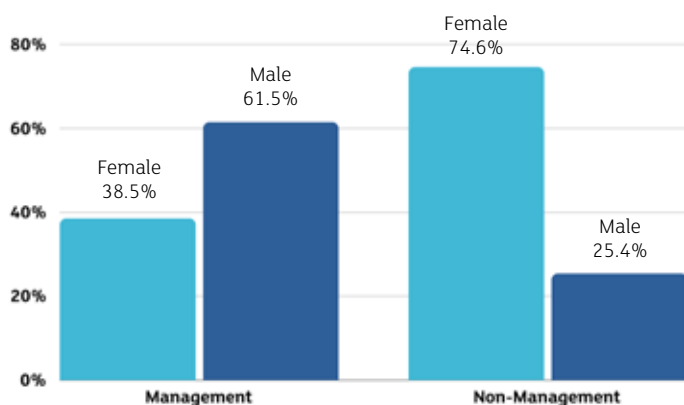
Qualified Teaching Staff: 66 (Male: 24, Female: 42)

Boarding Staff: 10

Teaching Support and Technical Staff: 14

Support Staff: 57

Aboriginal Staff: One staff member employed during 2023



Employment Status	Female	Male
Full Time	26.9%	21.8%
Part Time	35.3%	3.8%
Casual	6.4%	5.8%

Professional Development

Professional development is a foundation of the Schools commitment to educational excellence. In 2023, the School focused on several key areas to ensure staff remain at the forefront of educational practices and wellbeing initiatives. The School adopted the WorkSafe model of practice for managing psychosocial hazards and implemented the Flourish DX platform to monitor staff wellbeing and take a preventative approach to employee mental health. On August 25, all staff participated in a Professional Development Day, which included a comprehensive overview of psychosocial risks and updates to Work Health and Safety legislation amendments, ensuring staff remained informed and compliant with the latest regulatory requirements.

School Leadership

Head of School

Mr M R O'Brien, BSc (Hons), BEd, 2016

Head of Secondary

Mrs K E Chiera, BSc (Hons), MEd, PGCE, (S2) 1999

Director of Students - Secondary

Mr K W Green, BAppSc, DipEd, 2005

Director of Studies – Secondary

Mr D White, BBus, GradDipEd, 2012

Director of Co-Curricular & High Performance Sport

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

Head of Primary

Mr R Whirledge, BA, MA, DipEd, 2017

Deputy Head - Primary

Mrs L Marchant BA, GradCertEd (Early Childhood), 2022

Visiting Chaplain

The Revd Canon D Cotton

Teaching Staff

Ms C Andrault, BA, GradDipEd 2023

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

Mrs S Bancroft, BEd (EarlyChldSt), (T2) 2015

Miss S Bowles BEd 2022-2023

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 C Carlisle, HD Ed, 2011

Mrs K Claassen, MSc, GradDipEd, 2018

Mrs J Commisso, BEd, 2021

Mrs R Cook, BEd, 2021

Ms C Cooper, DipT, BEd, 2011

Mrs K Cusack, BEd, 2020

Mr I A Dale, BPE, DipEd, 1991

Mr R D Dawson, BHPE, DipEd, 2006

Ms J C Diedrichs, BHlthSc, PGCertPH, GradDipT, 2022

Mr G W Dunbar, DipT, BEd, 2002

Mrs J Dunlop, Dip Teach, BEd, Cert IV Training & Assessment, 2014 - 2023

Ms B Dunn, BSc, LLB, GradDipEd 2021 - 2023

Teaching Staff Cont.

Mrs L C Fahie, BA, DipEd, MEd (Leadership & Management) Cert IV T & A, 2000
 Miss N Ferrier, BHPE, 2021
 Mr J Forbes, BSc, GradDipEd, GradCertEd (Leadership & Management), 2020
 Mrs M Ford, BEd 2023
 Mr N B Goerling, BA, DipEd, MEd, (S1) 1981 - 2023
 Mrs S A Goerling, DipT, Bed, Cert IV Training & Assessment (1988-1994, 2019-2020) 2021-2023
 Mr P A Good, BEd, 2006
 Miss T Green, BA (Humanities), GradDip Ed, 2012
 Mrs K Grigg, BEd, 2022
 Miss S Hartley, BEd 2023
 Ms S Hindley, MA (Eng) PGCE (Eng/Drama/Media), 2011
 Mrs K Holdman, BSc (Physiotherapy), MEdL, CertMHealth, GradDipEd, 2012
 Mrs R Holmes, BEd (Hons), 2010
 Miss L J Howell, BEd, 2022
 Mrs T Howell, BA, DipEd, 2009
 Miss S Jenkin, BEd, 2021
 Mr K Kavanagh BEd, 2019
 Ms F Levy, BAd, GradCertED SpecNeeds, GradCertEd Indonesion. 2023
 Ms A Leighton, BA (Science) MTeach, GradCert (Maths) 2023
 Mrs J Lincoln, BTeach, MEd, 2018, 2020
 Mrs J Lockhart, DipT, Cert IV (T&A) 2008
 Ms T Maree, BA (Hons) HDE, 2011
 Mrs T Marshall, BEd, 2020
 Mrs M McCarthy, BEd (Prim), 2011
 Ms S Motteram, BCreatInd, GradDipEd, Cert IV (T&A), 2011
 Mr K Murray, HDE, 2014
 Mrs T Ngo, BAd (PrimED) 2023
 Mr R O'Hagan, BA Comm, GradCert Accounting & Catholic Studies, GradDipEd 2023
 Ms J Pocock, BEd, DipT, 2006
 Mr J Poller, BEng (Hons), PGCE, 2008
 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, MEd 2003 - 2004, 2015
 Mr S Spottiswood, BA (AsianStudies), MA (InternationalStudies), DipEd, 2008
 Mr G Strindberg, BA (Comm), DipEd, 2011
 Mrs C Swart, LibIS (BBIBL), GradDipEd (Prim), 2012
 Mr W Tomlinson BSc, PGCE, 2022
 Mrs N van Rhyn, BA (Art), GradDipEd, 2011
 Mrs D Wansborough, BA (Hons), MA, PGCE, (S2) 2017
 Dr R Williams, BVetSc, MTeach, 2021
 Mrs R Wilson, BA (PrimEd), BEd, 2012

Support Staff

School Psychologist

Mrs S J Steinepreis, BEd, BPsych(Hons), GradCertEd 2022 -2023

Peripatetic Music Teachers

Mr M Cabala, Music, 2021

Ms Y Carlson, BEd (MusEd), 2009

Ms S Collins, Music, 2021

Mr N Davies, Music, 2015

Mrs T Kavanagh, Music, 2014

Mr G Larkin, Music, 2022

Mrs S Leong, Music, 2022

Miss J M Reid, Music, 2022

Mrs K Rennie, Music, 2016

BOARDING STAFF

Head of Boarding

Mr J Forbes, 2020

Boarding Year Group Co-ordinators

Mrs M McCarthy, 2020 (Deputy Head of Boarding)

Ms C Cooper, 2023

Dr R Williams, 2023

Boarding Supervision

Mrs J Ashbolt, 1997

Mrs T Daggett, 2017

Mr I Dale, 2019

Ms B Dunn, 2022-2023

Mr K McCosker-Norden, 2022

Mrs T Millum, 2021

Mrs L Ogden, 2021

Miss P Sydney-Smith, 2022

GAP Assistants

Miss A Chambers, 2023

Mr RJ Govender, 2023

Miss M Swanepoel, 2023

ADMINISTRATION

Chief Financial Officer

Mr Yale Bolto, BBus, 2021

Finance

Mrs C Emerson, Finance Manager, BCom, 2021

Mrs J Bolton, Finance Officer, Cert IV Accounting, 2014

Mrs Karen Kelly, Accounts Officer, 2022

Support Staff Cont.

Human Resources

Ms Lauren Harrison Cert IV (OH&S), Cert IV (T&A) Cert IV (Retail Mgmt) 2022

Executive Assistant to Head of School

Mrs G Glisson, Assistant to Head of School, BA, LLB, 2012

School Archivist

Mrs R Malone, Archivist, BA, 2017

Student Services

Ms C Elliott, VET Assistant, 2011

Ms E R Franklyn, School Nurse, BSc (Nursing), 2022

Mrs H Nicholson, Assistant to Head of Primary, 2007

Mrs A McGregor, Student Services Officer (Wellbeing), BSc (Speech&Hearing), CertIII (TeacherAssist), 2011

Mrs R Renton, Student Services Co-ordinator, 2011

Mrs C Riley, Student Services Officer, 2022

Marketing & Community Relations

Mrs C Underdown, Director of Marketing & Community Relations, BA, GradDipMkting, 2017

Ms C O'Brien, Enrolment Co-ordinator, BBus, 2017

Ms A Lind, Media Co-ordinator, BMC 2022-2023

Mrs D Fry, Media Co-ordinator, BMM 2020

Ms J Pocock, Community Engagement Co-ordinator 2023

Information Technology Systems

Mr S Pittick, Head of ICT, 2017

Mrs L Blackham, Help Desk Co-ordinator, 2011

Mr Anthony Dyer, ICT Officer, 2022

Mr Michael Todd, ICT Systems Administrator, 2018

Education Assistants

Mrs C Bandy, 2021-2023

Mrs R Bantock, Cert IV (EdSup), 2011

Mrs S Blenkinsop, Primary SEN Facilitator, 2012

Mrs T Daggett, CertIII (EdSup), 2008

Miss E Forrest CertIII & CertIV (EdSup), 2023

Ms B Kelly, Before & After School Care Supervisor, Dip (Community Services), 2008

Ms E Lucas, Cert IV (EdSup), T2, 2020

Mrs L Ogden, CertII (EdSup), TeachAssCert, 2012

Mrs A Payne CertIII (EdSup) Cert IV (SpecNeeds) 2023

Miss A Peters, CertIII (EdSup) Cert IV (SpecNeeds), 2023

Ms T S Slattery, CertIII, (EdSup), 2022

Mrs L A White, Special Education, Dip (CommServices), 2005

Mrs L A Wright, Cert IV (Ed Sup), GradDipEd, 2013

Technical Assistants

Mr J Grant, Technical Assistant – Materials, 2002

Mrs S Higgins, Library Assistant, 2014

Mrs S Kinkella, Laboratory Technician, 1997

Mrs A Littlefair, Technical Assistant, Cert III (EdSup), 2021

Support Staff Cont.

Technical Assistants Cont.

Mrs L Mason, Laboratory Assistant, CertIII (LabSkills), 2016 - 2023

Ms S Motteram, Arts Assistant, 2011-2013, 2017

Mrs K Nicholson, Library Assistant, 2009

Mrs J A Pittick, Library Technician, 2022-2023

Miss L Radford, Laboratory Assistant, 2023

Mrs S Spottiswood, Languages Assistant, 2020

Ms M Walker, Library Technician, 2022

CATERING

Ms J Butson, 2008

Mrs B Evans, Weekend Chef, 2011

Mr A Gallagher-Baird, 2023

Mrs L McNaughton, Canteen Manager, 1995

Mrs M Mohamed, 2021

Mrs J Salamon, 2018

Mr P Walker, Catering Manager, 2007

Mrs J Wood, 2016

BOARDING CLEANING

Ms M Higgs, 2009

Miss P Walker, 2020

Mrs L Brockwell-Dewson, 2021

GROUNDS/MAINTENANCE

Mr D Fraser, Operations Manager, 2019

Mr P Davey, Senior Grounds Person, 2007

Mr S M Cunniffe, 2021

Mr J G Horsley, 2022-2023

Mrs L Kirkpatrick, 2022-2023

Ms K R Lawrence, 2022-2023

Mr K Paans, 2018

Mr K Riising, Bus Driver, 2022

Mr F Wells, 2007

Mr D Wood, 2013

SERVICES

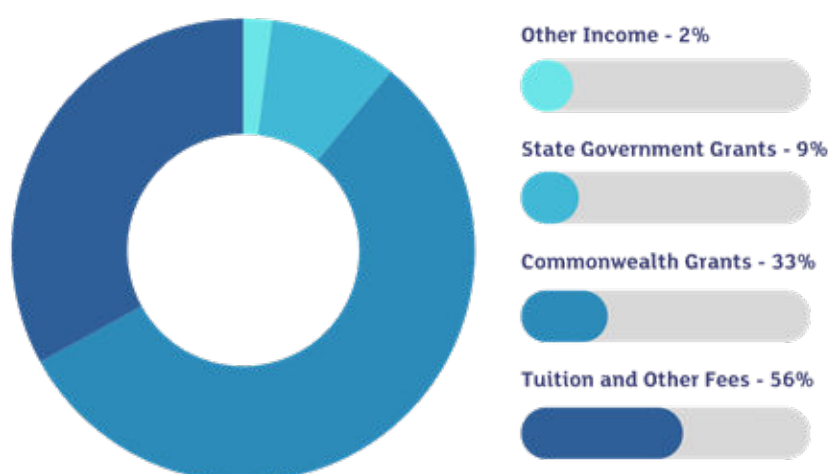
Mrs M Hales, Clothing Shop Manager, 2022

Mrs E Holborn, 2018

ON LEAVE

Mrs D S Tunnington, BA, DipEd, 1988-1993, 1994-1995, 2000-2023

Finance and Risk Management Summary



Income Sources 2023	Total Amount	Percentage
Tuition and Other Fees	\$10,670,273	56%
Commonwealth Grants	\$6,438,951	33%
State Government Grants	\$1,789,345	9%
Other Income	\$467,835	2%

In 2023, Bunbury Cathedral Grammar School's income came from tuition and other fees, Commonwealth Grants, State Government Grants, and various other sources, crucial for maintaining educational quality and facilities. The School also continued its engagement with Charidy, raising \$131,000 on 8 June 2023 for farm infrastructure development. This successful campaign highlights community dedication to the School's growth and sustainability. Collective contributions from parents, alumni, and local supporters reflect a shared vision and deep-rooted investment in the School's future. This integrated approach allows the School to meet current needs while planning for future development, benefiting students and the wider community.

The School's governance and management structures include several committees dedicated to compliance, risk management, and sustainability. The Risk Committee and Marketing and Enrollments Committee, both under the Board of Governors, along with the internal Occupational Health and Safety Committee and ICT Steering Committee, ensure the School adheres to best practices in these areas.

Statement of Compliance

In compliance with the Australian Education Regulations 2023 - Regulation 60, the 2023 Annual School Report for Bunbury Cathedral Grammar School meets all mandated reporting requirements. This includes providing detailed contextual information about the School, outlining teacher standards and qualifications, and detailing workforce composition, including Aboriginal and Torres Strait Islander staff members. Additionally, the report covers student attendance rates and management strategies for non-attendance, presents student results in NAPLAN assessments, and includes satisfaction data from parents, students, and teachers.

The report also breaks down the School's income by funding source and, for secondary education, details senior secondary outcomes, including the percentage of Year 12 students involved in vocational training and those attaining a Year 12 certificate or equivalent qualification, along with their post-School destinations. This information is publicly available on our School's website and can also be provided on request to ensure accessibility for all stakeholders, in accordance with the legislation.



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