



The Australian government requires that the following information be reported to the school community. This report is an annual report that is made available to all members of our school community. The report is based on the previous year's August Census and academic data.

1. School Profile

Bunbury Catholic College is a Catholic co-educational secondary college serving the community of the greater Bunbury Region. The College's vision and mission are inspired by the life and teachings of Jesus, guided by the example of Mary, and the charism of St Marcellin Champagnat.

Our student population of approximately 945 students is drawn from the Greater Bunbury region, with a large proportion of enrolments from our feeder Catholic Primary Schools: St Mary's, Bunbury; St Mary's, Donnybrook; Our Lady of Lourdes, Dardanup; St Joseph's, Bunbury. Our students come from diverse backgrounds ranging from farming communities to the metropolitan area of a growing city. In recent years, an increasing number of children of migrant families have moved to the region and the College.

Pastoral care is a high priority and it is very important to us that each student feels secure, safe and valued and can develop significant relationships with fellow students and their teachers.

Through quality teaching and learning focusing on 'Visible Learning' pedagogies, in an environment enlivened by Christ's spirit of love, justice and humility, the College strives to provide an education that encompasses the whole person and empowers students to work towards achieving their full potential.

The College offers a variety of pathways, tailored to meet the ever-changing educational needs of the modern world and the individual learning requirements of our students; with a strong academic focus for students intending to gain university entrance and a vocational pathway that involves workplace learning and embedded Certificate courses accredited by TAFE and other Registered Training Organisations (RTO's). Enrichment programs are offered in literacy and numeracy in the early years of secondary schooling to support those students who have yet to successfully complete the OLNA requirement for the WACE. Our Learning Support Centre also provides specialist individual support to students from Year 7-12 to meet a range of diverse learning needs.

To enhance the curriculum, the College offers a wide range of co-curricular activities, at school, interschool and State level, in a variety of academic, cultural and sporting pursuits.

2. Teacher standards and qualifications (2023)

	3 year trained	4 year trained	Higher awards
Number of teaching Staff	2	69	10

Our teaching staff have the following range of qualifications.

Doctorate	1
Masters Degree	9
Bachelor Degree (honours)	5
Bachelor Degree	52
Bachelor of Education	32
Diploma of Education	18
Graduate Diploma of Education	24
Graduate Diploma (other)	6
Graduate Certificate	7
Certificate (other)	12

Professional Development

Number of teaching staff – 53 Full time
28 Part time (17.2 FTE)

Cost to the school for PD:

- payment for professional development courses. \$68,835 (teaching staff)
 - payment for casual relief staff relacing those on PD. \$28,269
 - payment for PD courses travel component \$ 6,031
- \$103,135 /70.16 = \$1,469 per teacher

3. Workforce composition

2023 Staffing Numbers	Male	Female	FTE
Teaching Staff	26	55	70.16
Non-teaching Staff	10	50	49.20
Indigenous (included above)	0	0	

4. **Student attendance:** The average attendance rate for 2023 was 88%.

Attendance rates for 2023

Rate of Attendance	%
Whole school	88.3
Year 7	88.9
Year 8	89.8
Year 9	87.2
Year 10	86.9
Year 11	88.4
Year 12	89.8






Parents are requested to provide a note or personally contact the school via phone or SMS for non-attendance. As a result of our adoption of SEQTA, a software application that includes the attendance and other pastoral details for each student, all parents are able to see full details of our attendance records on a daily basis. Parents are contacted if an individual student has a significant number of absences, particularly if the absences are unexplained. Students who are regularly absent, for medical reasons, are assisted in accessing work to complete at home. Counselling of students and parents is provided should a student present as a 'school refuser' or have many unexplained absences. Contact is made with the Participation Officer for persistent problems.

5. Benchmark Testing:

a. NAPLAN

The tables below show the average student results for Bunbury Catholic College from 2021 - 2023.

The cell colour shows how the school's results compare with the WA state mean score. The comparison is made against the State Mean rather than the National Mean, as WA tends to perform above the National Mean in most cases.

KEY:	
	More than 10 units above State Mean
	Between 5 and 10 units above of State Mean
	Within 5 units of State Mean
	Between 5 and 10 units below of State Mean
	More than 10 units below State Mean

2023

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	532	536	537	541	531
Year 9	581	578	569	569	586

In 2023, our Year 9 students performed above the State Mean in:

- Reading
- Writing
- Grammar
- Numeracy

In 2023, our Year 7 students performed above the State Mean in:

- Writing

2022

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	550	522	540	543	551
Year 9	590	565	573	584	600

2021

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	552	537	549	540	559
Year 9	601	586	592	595	607

b. Year 12 OLNA

2023 represented a significant improvement in our OLNA achievement data – up 5.1% from 2022.

	2020	2021	2022	2023
OLNA Achievement	96.70%	100.00%	94%	99.10%

	2021	2022	2023
Numeracy	98.9	94.6	99.1
Reading	100.0	99.1	100.0
Writing	100.0	99.1	100.0

In terms, of the individual OLNA components:

- all students in Year 12 passed the reading and writing parts
- all but one student passed the numeracy part

6. Parent, student and teacher satisfaction

The majority of our parents, students and teachers are very satisfied with the College – which is confirmed through:

- The growth in enrolment enquiries and trend of increased enrolments at the College.
- The community responses to both School Registration Audit and the Quality Catholic Schooling Survey, indicated a high level of satisfaction from stakeholders.
- The outstanding Year 12 (2023) academic results.
- Strong levels of staff retention.
- A relatively small number of concerns, complaints or issues have been raised with College personnel. Parents, students and teachers are encouraged to raise issues or concerns with the appropriate personnel at the school. Parents are reminded of this at Parent Information Evenings and through College communications such as the Newsletter.
- During College Advisory Council and Parents & Friends meetings opportunity is provided for parents to table issues to be addressed by the Principal.
- The P&F continues to be instrumental in providing additional funds for improvements in and around the College, which attests to the goodwill from our parent body.
- The P&F continues to fund 'The Resilience Project' and supports the 'Teen Mental Health First Aid' (TMHFA) programs at the College. These wellbeing initiatives foster the wellbeing of our students through Staff resources and a Parent/Carer hub for use at home (The Resilience Project) and opportunities for parent courses in Youth Mental Health First Aid which aligns with TMHFA. These initiatives have been well received by the College community.
- The College continues to focus on implementing the Keeping Safe: Child Protection Curriculum across all year groups.

7. School Income

The school income data is available on the My School website, www.myschool.edu.au

8. Senior Secondary outcomes for 2023

TABLE 1: WACE DATA

	2020	2021	2022	2023
# Year 12 students eligible to achieve WACE	92	89	110	111
# Year 12 students gaining WACE	87	87	99	109
% Year 12 students gaining WACE	94.57%	97.75%	90%	98.20%

2023 represented the highest cohort of Year 12 students at BCC that were eligible to achieve the WACE (111 students). Of the 111 students eligible, 109 were successful in gaining WACE. This is a fantastic achievement and represents the highest WACE achievement in the past 4 years (up 8.2% from 2022).

TABLE 2: ATAR DATA

	2020	2021	2022	2023
# Students who achieved an ATAR	37	36	38	55
% Students who achieved an ATAR	40.22%	40.45%	34.55%	49.55%
Median ATAR	78.95	83.6	83.3	78.5
Highest ATAR	96.05	97.35	97.8	98.75

2023 represented the highest number of Year 12 students completing an ATAR pathway – 55 students (49.55% of the cohort) achieved an ATAR score. This figure is up 15% from 2022.

Unfortunately, our Median ATAR score was 78.5 – down 4.8 points from 2022. The data suggests this is a result of a higher number of students attaining an ATAR score in the mid to low triles, and that alternative university entry methods would have been more appropriate to their needs.

Excitingly, our highest ATAR score was also achieved in 2023 - Ebonee Griffin gained an ATAR score of 98.75. This is a fantastic achievement, well done Ebonee!

7 Courses achieved a mean above the State mean:

- Economics
- English as an Additional Language/Dialect
- Human Biology
- Literature
- Music
- Physical Education Studies
- Psychology

ATAR Highlights:

- 1 student achieved a Certificate of Excellence – Brooke Edwards (English ATAR)
- 4 students achieved a Certificate of Distinction
- 7 students achieved a Certificate of Merit

University Application Statistics:

- 36 students with an ATAR applied for university entry with TISC.
- 55 students (including those without an ATAR) applied for university entry with TISC.
 - 27% - UWA
 - 26% - Curtin
 - 20% - ECU
 - 18% - Murdoch
 - 9% - Notre Dame

TABLE 3: VET DATA

	2021	2022	2023
# VET Unit Equivalentents	546	778	626
# Cert II	60	70	53
# Cert III or IV	51	83	69

The Vocational Education and Training (VET) learning area continued to provide strong opportunities for BCC students in 2023. Eighteen different certificate courses were studied throughout the year, with a total of 111 certificate courses being completed by students in Year 12.

Of the students completing certificate courses, 21 studied at a Certificate IV level - recognised as a university entrance level qualification.

As a result of opportunities available in the VET learning area, 19 students from Year 10-12 gained access to apprenticeships, traineeships, or full-time work in their chosen career area.

8. Post-School

Data Collection TBC

9. School Improvement Planning

Catholic School Improvement Plan (2023) Progress Towards Goals (*O = ongoing C = completed*)

CATHOLIC IDENTITY

- Establish a weekly Mass offering at the College for Staff, Students, Parents and the Bunbury Parish community – C
- Continue to develop and promote the Marist Charism to the whole College community. O
- Embed the 5 Marist characteristics - C
- Enhanced visibility of Catholic identity within the College - C

EDUCATION

- Development of a Teaching and Learning Handbook – C
- Increased engagement of students in academic challenge competitions, events and programs – C
- Upskill teachers on development of IEPs and curriculum adjustment plans for students with disabilities – C
- Completion of Aboriginal Education Improvement Map – O
- Ensuring every Aboriginal student has an AEP located on SEQTA – O
- Keeping Safe Child Protection Curriculum embedded across Year 7-12 curriculum (KSCPC) - O
- Implementation of Visible Learning pedagogies from Year 7-12 - O
- Development of a BCC Vision for Learning - O
- Implement an Academic Challenge and Enrichment Studies (ACES) program for Years 7, 8 and 9 – C
- IEP's and Subject Adjustment Plans completed for all eligible students – C

COMMUNITY

- Celebrate Bunbury Catholic College's 50th Anniversary with a range of school and community events including a Community Mass and Family Picnic – C
- Increased student voice in decision making - O
- Promote BCC as school of choice in Bunbury – O
- Launch updated College Crest – C
- Refresh signage around the College – C
- Enhanced Parent Information Evening with guest speakers on a range of topics of community interest – C
- Continued review and improvement of visibility and branding of the College in Bunbury - O
- Continue the redevelopment of the College website – O
- Introduction of the Wardandi Gift to deepen the understanding of our Aboriginal heritage for all participants, as well as strengthen partnerships with the local primary schools – C
- Name College building precincts to reflect the history of the College and its charism – C

STEWARDSHIP

- Undertake of School Registration Review – C
- Delivery of The Resilience Project and Teen Mental Health Well Being programs for students – O
- Staff Appraisals - Review of current appraisal practices and implementation of revised process – O
- Continued implementation of Staff Buddies – C
- Review and implement improved Staff Induction Program – C
- Review College Risk Register and raise awareness to staff of the College Risk profile – O
- Continue with improvements to classrooms and staff amenities - O