

# BUNBURY CATHOLIC COLLEGE

## 2022 School Performance Information



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 930 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 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 empower students to aim for excellence to achieve their 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). Intervention programs are offered in literacy and numeracy in the early years of secondary schooling and to support those students who have yet to successfully complete the OLNA requirement for the WACE.

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 (2022)

	3 year trained	4 year trained	Higher awards
Number of teaching Staff	2	54	25

Our teaching staff have the following range of qualifications.

Doctorate	1
Masters Degree	13
Bachelor Degree (honours)	6
Bachelor Degree	48
Bachelor of Education	37
Diploma of Education	23
Graduate Diploma of Education	20
Graduate Diploma (other)	4
Graduate Certificate	6
Certificate (other)	11

## Professional Development

Number of teaching staff – 55 Full time  
26 Part time (16.3 FTE)

### Cost to the school for PD:

- payment for professional development courses. \$29,513 (teaching staff)
  - payment for casual relief staff relacing those on PD. \$83,338
  - payment for PD courses travel component \$ 1,741
- \$114,592 /71.3 = \$1,607 per teacher

### 3. Workforce composition

2022 Staffing Numbers	Male	Female	FTE
Teaching Staff	29	52	71.3
Non-teaching Staff	8	46	44.1
Indigenous (included above)			

### 4. Student attendance: The average attendance rate for 2022 was 89%.

#### Attendance rates for 2022

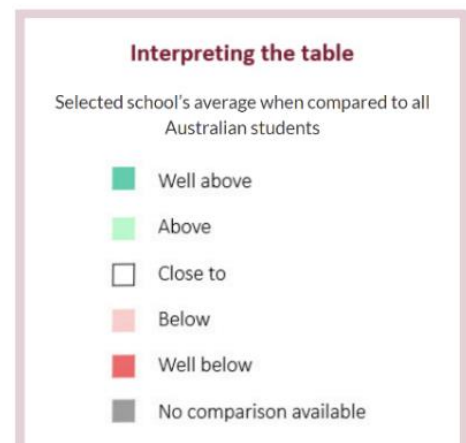
Rate of Attendance	%
Whole school	89
Year 7	91.8
Year 8	89
Year 9	88
Year 10	89
Year 11	89
Year 12	87.1

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:

The tables below show the average student results for Bunbury Catholic College in 2022 and 2021. The cell colour shows how the school's results compare with all Australian students.

NAPLAN participation for BCC in 2022 was 100%  
NAPLAN participation for all Australian schools was 95%



## **2022**

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	552	522	543	543	551
Year 9	590	568	573	584	600

## **2021**

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	552	537	549	540	559
Year 9	601	587	592	595	607

Results from the NAPLAN tests indicate that in 2022 Bunbury Catholic College:

- Performed above average at national level in Year 9 Numeracy.

## **YEAR 12 OLNA STANDINGS**

Of the 110 students registered in Year 12

- 94.6% achieved Numeracy standard
- 99.1% achieved Reading standard
- 99.1% achieved Writing standard

## **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 increased number of enrolment enquiries.
- The increase in student numbers at the College.
- The community responses to the Quality Catholic Schooling Survey, which indicates a high level of satisfaction from stakeholders.
- The outstanding Year 12 (2022) academic results.
- 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 has funded The Resilience Project and supports the Teen Mental Health First Aid (TMHFA) program 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](http://www.myschool.edu.au)

## 8. Senior Secondary outcomes for 2022

Some main points of the data from 2022 follows.

WACE Achievement Rate: 90% (97.75% 2021)

99 achieved WACE of the 110 students eligible for graduation.

- 1 student achieved a Certificate of Excellence
- 9 students achieved a Certificate of Distinction and 6 were awarded Certificates of Merit (compared with 5 Distinctions and 10 Merits in 2021)
- 36.8 % BCC ATAR students achieved at least one course score greater than 75% (compared with 36.1% in 2021)
- 46% completed a Certificate II (compared with 54% in 2021)
- 54% students completed a Certificate III or higher (compared with 46% in 2021)
- 34.5% eligible for an ATAR (i.e. completed 4 or more ATAR courses in Year 12) (compared to 40% in 2021). Prior to 2016 (59.4%) the percentage doing ATAR was around 70%.
- Median ATAR achieved 83.3.

Being above the State median and being at or above the CEWA median was the goal from 2018. This was achieved in 2021 and 2022. The median was higher than both the State mean and CEWA mean. The goal is to maintain this status in future years.

Of the total 25 ATAR courses run in Year 12 2022, 13 courses achieved a mean above the State average.

There were 2 courses at BCC in 2022 in which the students were found to be in the highest performing category, that is a high percentage of students in the top 15% of that course; ATAR Biology and English.

## 9. Post-School

Data Collection TBC

## 10. School Improvement Planning

**Catholic School Improvement Plan (2022) Progress Towards Goals** (*O = ongoing C = completed*)

### CATHOLIC IDENTITY

- Ongoing development of College's Marist Charism - O
- Establish and promote the ideals of the Marist Charism to the whole College community - O
- Embed the 5 Marist characteristics - O
- Enhanced visibility of Catholic identity within the College - O
- Completion of a new Evangelisation Plan - C

### EDUCATION

- 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
- Completion of Aboriginal Education Improvement Map - O
- Ensuring every Aboriginal student has an AEP located on SEQTA – O
- IEP's and Subject Adjustment Plans completed for all eligible students – O

### COMMUNITY

- Increased student voice in decision making - O
- Promote BCC as school of choice in Bunbury - O
- Continued review and improvement of visibility and branding of the College in Bunbury - O
- Complete the redevelopment of the College website – C
- Prepare for 2023 Fiftieth Anniversary and 70 years of Marist Education in Bunbury [2024] – C

### STEWARDSHIP

- Implementation of The Resilience Project and Teen Mental Health Well Being – O
- Improved Staff Wellbeing - Be You-Staff Journals, Staff Buddies - O
- Staff Appraisals - Review of current appraisal practices and implementation of revised process - O