

BUNBURY CATHOLIC COLLEGE

2025 School Performance Data



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 charisma of St Marcellin Champagnat.

Our student population of approximately 974 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 Marian Learning Diversity 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 (2025)

Our teaching staff have the following range of qualifications.

Doctorate	1
Masters Degree	10
Bachelor Degree	80

Professional Development

Number of teaching staff - 54 Full time
38 Part time

Cost to the school for PD:

- payment for professional development courses. \$18,252 (teaching staff)
 - payment for casual relief staff relacing those on PD. \$14416
 - payment for PD courses travel component \$10,286
- \$42,954 /77.4 = \$555 per teacher

3. Workforce composition

2025 Staffing Numbers	Male	Female	FTE
Teaching Staff	31	60	77.4
Non-teaching Staff	11	51	50.7
Indigenous (included above)	1	1	2

4. Student attendance: The average attendance rate for 2025 was 88.9%.

Attendance rates for 2025

Rate of Attendance	%
Whole school	88.9
Year 7	90.0
Year 8	88.5
Year 9	88.5
Year 10	89.3
Year 11	87.5
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 2022 - 2025.

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

Our College continues to demonstrate strong growth in student achievement across both literacy and numeracy, particularly in the early secondary years. Recent data highlights a clear upward trend in Year 7 performance over the past three years. Numeracy, in particular, has shown significant improvement and is a particular area of success that reflect the impact of targeted teaching and learning strategies.

As students progress through the College, results indicate solid growth in Writing from Year 7 to Year 9, demonstrating our ongoing commitment to developing students' communication skills. However, the data also identifies opportunities for further improvement, particularly in aspects of literacy conventions (Spelling and Grammar) in the later years. Strengthening consistency of progress in Years 8 and 9 remains a key focus.

Moving forward, the College will continue to build on its strong foundation in the early years while refining targeted support and teaching practices in the middle years to ensure all students achieve sustained growth across all learning areas.

2025

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	545	553	542	546	558
Year 9	581	583	566	566	578

2024

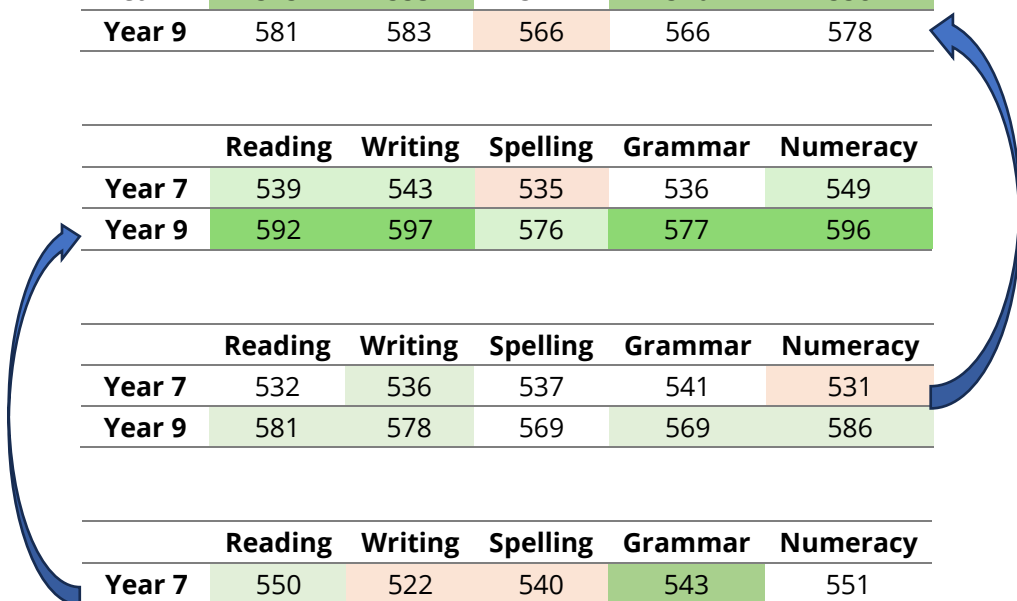
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	539	543	535	536	549
Year 9	592	597	576	577	596

2023

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

2022

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



b. Year 12 OLNA

Our College continues to achieve outstanding results in senior secondary pathways, with 100% of Year 12 students meeting the minimum standard in all three OLNA components for the second consecutive year. This reflects a sustained trend of strong performance, with near-perfect achievement rates maintained over multiple years.

In particular, Reading and Writing have consistently achieved 100% attainment since 2023, while Numeracy has reached 100% for the past two years. These results highlight the College's success in ensuring all students develop the essential literacy and numeracy skills required for post-school pathways.

Combined with strong growth across Years 7–9, these outcomes demonstrate a clear and effective learning journey for students from entry through to graduation.

	2020	2021	2022	2023	2024	2025
OLNA Achievement	96.70%	100%	94%	99.10%	100%	100%

	2021	2022	2023	2024	2025
Numeracy	98.9	94.6	99.1	100%	100%
Reading	100.0	99.1	100.0	100%	100%
Writing	100.0	99.1	100.0	100%	100%

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 (2025) 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 'Teen Mental Health First Aid' (TMHFA) programs at the College. These wellbeing initiatives foster the wellbeing of our students through Staff resources 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 2025

Our College is proud to report outstanding achievement in senior secondary outcomes, highlighted by 100% of Year 12 students attaining the Western Australian Certificate of Education (WACE) in 2025. This represents a continued upward trend in recent years, improving from 90% in 2022 to 100% in 2025, and reflects the College's strong commitment to supporting every student to successfully complete their schooling.

TABLE 1: WACE DATA

	2020	2021	2022	2023	2024	2025
# Year 12 students eligible to achieve WACE	92	89	110	111	106	100
# Year 12 students gaining WACE	87	87	99	109	105	100
% Year 12 students gaining WACE	94.57%	97.75%	90%	98.20%	99.10%	100%

TABLE 2: ATAR DATA

	2020	2021	2022	2023	2024	2025
# Students who achieved an ATAR	37	36	38	55	46	43
% Students who achieved an ATAR	40.22%	40.45%	34.55%	49.55%	43.40%	43.00%
Median ATAR	78.95	83.60	83.30	78.50	78.80	83.25
Highest ATAR	96.05	97.35	97.8	98.75	98.55	99.45

Participation in ATAR pathways has remained relatively consistent, with approximately 40–50% of students pursuing university entrance.

Academic performance in this pathway continues to be strong, with a median ATAR of 83.25 in 2025, an improvement on recent years, and a highest ATAR of 99.45, the College's strongest result over the period.

These results demonstrate both excellence and consistency across pathways, with all students supported to achieve success, whether pursuing university, vocational, or alternative post-school options. The College remains committed to maintaining high standards while continuing to support each student to achieve their personal best.

In 2025 there was an increase in the number of courses, from 5 to 9, achieved a mean above the State mean:

- Applied Information Technology
- Chemistry
- Earth and Environmental Studies
- English
- Human Biology
- Literature
- Physical Education Studies
- Physics
- Visual Art

ATAR Highlights:

- 1 student received a Subject Certificate of Excellence for English
- 4 students achieved a Certificate of Distinction
- 7 students achieved a Certificate of Merit

TABLE 3: VET DATA

	2021	2022	2023	2024	2025
# Cert II	60	67	50	41	41
# Cert III or IV	51	78	60	45	58

The College continues to offer a diverse and inclusive range of Vocational Education and Training (VET) pathways, supporting students to achieve meaningful and industry-relevant qualifications. A significant proportion of students engage in VET programs, with strong participation across both Certificate II and Certificate III, and Certificate IV courses.

In recent years, the College has seen steady enrolments in Certificate II pathways, alongside renewed growth in higher-level qualifications, with Certificate III and IV participation increasing to 58 students in 2025. This reflects a strategic focus on providing students with more advanced and employment-focused opportunities.

These pathways ensure students graduate with practical skills, nationally recognised qualifications, and clear post-school pathways into employment, apprenticeships, or further training. The College remains committed to strengthening VET provision and expanding opportunities that align with student interests and workforce needs.

9. Post-School

Data Collection TBC

10. School Improvement Planning Catholic School Improvement Plan (2025)

CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Continue to develop and promote the ideals of Marist Charism to the whole College community. Embed the Marist Characteristics	SLT to attend 'In the Marist Way' January 2025. College Advisory Council (CAC) Formation Changed format of minutes of CAC and Student Exec Council to reflect Marist characteristics.	End of Semester 2 2025	Marist Association	The CAC, ALT, SLT & PLT use the Marist Characteristics as criteria on which to measure any new or existing initiatives.	Principal and Director of Ministry
Improve attendance at Friday morning Mass	H/R or RE classes allocated and given responsibility for Mass	End of Semester 2 2025	Director of Ministry	Improved attendance	Director of Ministry
To increase Marist iconography at BCC.	Marist Heart being made for the school	End of Semester 2025	Daniel Peters	Completed Marist Heart	Director of Ministry
To introduce monthly Reconciliation in the Chapel	Liaise with Fr Pierre for appropriate timing	End of Semester 2 2025	Director of Ministry School Chaplain	Uptake of the opportunity to attend reconciliation	Director of Ministry

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Visible Learning	<p>Continued focus on Visible Learning:</p> <ul style="list-style-type: none"> Departments to review and update of all teaching programs to ensure inclusion of Learning Intentions (LI) and Success Criteria (SC) Departments to audit their programs to ensure a range of surface, deep and transfer Success Criteria. PL – Introduction to Visible Learning for staff new to College since 2022 	<p>Ongoing 2025</p> <p>Ongoing throughout 2025</p> <p>Term 1, 2025</p>	<p>Resources gathered from Masterclass: Improving School Performance</p> <p>Corwin Australia Visible Learning resources</p> <p>College VL coaches</p>	<p>All teaching programs include LIS and SCs.</p> <p>Common language used by all students and staff.</p> <p>Attendance and completion of PL by new staff.</p> <p>Incorporation into meetings.</p>	<p>Deputy Principal Teaching & Learning, Assistant Deputy Principal and HOLAS</p>
Raise foundational literacy expectations across all Learning Areas.	<ul style="list-style-type: none"> Teacher PL at the commencement of Term 1 2025 of the minimum literacy standards for 7-9 and 10-12. LAs to identify how they will implement and monitor adherence of these standards 	Term 3 2025	<p>English HOLA</p> <p>CEWA Consultants</p>	<p>Students will produce texts that meet the documented standards.</p> <p>All LAs will use formative and summative assessment methods that address these standards.</p>	<p>HOLAS</p> <p>SLT</p>

Retention of students from Yr 10 into Yr 11	<p>Investigation into reimagining Yr 10-12 by examining alternative senior school structures.</p> <p>Investigation report to be presented to Middle Managers in Term 2 2025 for discussion and consideration of whether any of the models could be adopted by the College to reduce loss of students end of Yr 10.</p>	Term 2 2025	<p>School Consultants</p> <p>Deputy Principals from other schools</p> <p>Marketing Officer from CEWA</p>	<p>Completion of a report outlining alternative senior school structures disseminated to Middle Managers.</p>	
Improved Classroom Management & Student Engagement	<p>Continued staff training in the Berry Street Education Model which will enhance capacity within the teaching staff.</p> <p>Develop a BSEM implementation committee</p> <p>Create time during Learning Area meetings to focus on behaviour management strategies/implement Berry Street.</p> <p>Develop an implementation plan for BSEM that establishes the clear, consistent routines to be used in every classroom and minimum expectations of students re: academic and behaviour</p>	2025	<p>CEWA Wellbeing Team</p> <p>Berry Street Education resources</p>	<p>Reduction in disciplinary incidents recorded on SEQTA.</p> <p>Improved student behaviour reported by students and staff. Repeat Student Voice Survey in Term 4 each year.</p> <p>Reduction in classroom behaviour cited as a reason for students leaving BCC – exit surveys.</p> <p>Improved climate survey results and Student Voice Survey 2026 for staff and student wellbeing and parent satisfaction.</p> <p>Action plan finalised by BSEM implementation committee to be implemented Term 4 2025.</p>	<p>Principal</p> <p>Deputy Principals</p> <p>Middle Management Team</p>

COMMUNITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Improved Student Wellbeing	<ul style="list-style-type: none"> Implementation of Berry Street Education Model in Semester 2 Form a BSEM Implementation Committee Develop an implementation plan for BSEM that established the clear, consistent routines to be used in every classroom and minimum expectations of students re: academic and behaviour. This will include a tier referral process for counselling/mentoring Continued implementation of The Resilience Project and Teen Mental Health First Aid Programs 	<p>Ongoing 2025</p> <p>Ongoing 2025 All Year 7, Year 10 and Year 11's will have undertaken training in TMHFA by end of Semester 1. From 2026 this will just be 7's and 10's.</p>	<p>Wellbeing Grant (CEWA)</p> <p>HOYS and Homeroom Teachers</p> <p>BSEM portal</p> <p>BSEM Implementation Committee</p> <p>BCC Counsellors to deliver TMHFA</p> <p>Whole Staff PL on The Resilience Project (Annie Snedden Head Student Wellbeing at Mckillop College can share their approach)</p> <p>Online Resilience Project Lessons</p>	<p>Improved student wellbeing data from Student Voice 2025 survey</p> <p>Lower student absenteeism</p> <p>Students have knowledge and confidence to report self / others disclosures re suicide ideation.</p> <p>Students have awareness, understanding and skills to implement elements of Gratitude, Empathy and Mindfulness to enhance their wellbeing.</p>	<p>Deputy Principal Pastoral Care</p> <p>Pastoral Leadership Team</p> <p>Homeroom teachers</p> <p>TMHFA – College Counsellors</p> <p>Deputy Principal – Pastoral Care and Student Wellbeing</p>

Implementation of A Revised Year 7 Transition Program	<ul style="list-style-type: none"> Continued focus on the implementation of a Yr 7 Transition Team Year 7 Home Room teachers to also take at least one Year 7 class to create pastoral: academic link Strategic timeframe for device rollout Review Peer Support activities and messages Time allocated to Choose Peer Respect & Student Code of Conduct Year 7 Retreat as a vehicle to reinforce respect and dignity. 	<p>Ongoing into 2026</p>	<p>CEWA Consultants</p> <p>HOLA Technologies</p> <p>Year 7 HOY</p> <p>Deputy Principals</p>	<p>Reduced referrals to Counsellors</p> <p>Improved retention of Year 7 students</p> <p>Reduced disciplinary incidents recorded on SEQTA.</p> <p>Student voice- feedback from surveying students</p>	<p>Year 7 HOY</p> <p>Year 7 Transition Team</p> <p>2025 Year 7 Homeroom teachers & Middle Managers</p> <p>Peer Support Team</p> <p>Deputy Principals</p>
Strengthening Existing Relationships with Parents & Community	<ul style="list-style-type: none"> Annual satisfaction survey for parents Altered format of parent information evenings and Open Day Twilight College Community Mass (Yr 7s & 12s) Identify opportunities to better utilise the P&F, including introducing Year level representatives on the P&F 	<p>Survey: Term 3</p> <p>Mass: Term 1</p>	<p>Director of Ministry</p> <p>Parish</p> <p>Heads of Year</p> <p>College Chaplain</p> <p>Parents & Friends Committee</p>	<p>Improve student retention</p> <p>Improve parent satisfaction</p> <p>Collate data to identify strengths, weaknesses and patterns</p> <p>Mass attendance</p> <p>Attendance of parent information events & Open Day</p>	<p>Principal</p> <p>College Registrar</p> <p>Deputy Principals</p> <p>HOY</p> <p>Director of Ministry</p>

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Staff Attainment of Professional Learning Goals	<ul style="list-style-type: none"> All staff to have annual or bi-annual Professional Growth and Learning Plans developed through the self-assessment form. HOLAs will maintain a register of staff PGLP progress. All PGLPs of teachers will refer to AITSL standards for teaching. 	By Term 4 2025	AITSL Resources	<p>Number of staff completing a PGLP cycle – maintain a register.</p> <p>Increase in breadth of staff applying for external PL</p> <p>Increased teacher efficacy, measured by attendance at RISE sessions.</p> <p>Staff satisfaction – Climate Surveys.</p>	Assistant Deputy Principal Academic Leadership Team
Streamline internal communication	<ul style="list-style-type: none"> Move internal communication to Teams Continue to provide staff with Teams training 	By Term 4 2025	<p>Staff Weekly Notices</p> <p>Teams</p> <p>Administration Staff</p>	Anecdotal evidence that 75% of internal communication is via Teams	SLT
Data Management of Co-curricular activities	<ul style="list-style-type: none"> Create annual calendar of co-curricular activities on which staff nominate Trial a system to record staff co-curricular Publish fact sheet/explainer for staff 	Term 1 2025	EBA	<p>Calendar published, staff record their co-curricular commitments on the co-curricular calendar</p> <p>Staff co-curricular hours are recorded in a central system</p> <p>Staff have clarity on their responsibilities pertaining to co-curricular contributions</p>	Deputy Principals Principal

Improve accessibility to Hall	<ul style="list-style-type: none"> Install new ramp/stairs near Amphitheater 	By end of Term 1 2025	Capital consultant Architect Builder	Completion of project	Principal and Business Manager
WHS and Incident Management Plan ("IMP")	<ul style="list-style-type: none"> Continue to update incident management plan Have warden stations and resources in place Prepare schedule of IMP testing for next year Purchase additional bells Collate risk library for excursions Annual training for staff on risk management, importance of timely lodgement of incidents (reportable incidents) Ensure all areas test and tagging has been completed Ensure completeness of risk register by comparison against CEWA risk register and WHS risk register Ensure all departments have adequate risk assessment procedures in place for use of chemicals and equipment and implement if required eg. Property Services 	By Semester 2 2025	<p>CEWA WHS Consultant</p> <p>Business Manager Deputy Principal (Curriculum) Assistant Deputy Principal</p> <p>HSR Officers</p>	<p>Completion of training</p> <p>IMP updated and circulated with testing schedule in place</p> <p>Plan updated and warden stations in place</p> <p>Bells purchased</p> <p>Risk library prepared and circulated</p> <p>Test and tag register collated</p>	<p>Business Manager</p> <p>Deputy Principals</p> <p>Assistant Deputy Principal</p>