BUNBURY REGIONAL
COMMUNITY COLLEGE

2019

ANNUAL REPORT

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Hand + Heart + Head = Learning

We prepare students for opportunities beyond school with an emphasis on personal relevance and real-world learning.

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At the beginning of the year I started attending BRCC and honestly it has been one of the best experiences and one of the best learning environments period so far. I really enjoy everyone's company and love how almost everyone can connect with one another in some way. What's the reason behind this you may ask? Well, most of us are here for a similar reason, we want to turn our life around and we want to go to school but we just hated the regular schooling environments, so this led us to BRCC, a school for amazing people and brilliant minds alike! Well that isn't actually what it stands for but I feel as though everyone here shines in their own way, some of us are good at maths, some are good at music, some are good at social skills and some just have a wide range of skills and love to broaden that range each and every day.

YEAR 10 STUDENT

BUNBURY REGIONAL
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Overview

Overview

BRCC's second year saw positive growth, the further development of the school culture and a successful re-registration process that renewed the College's registration until the end of 2022; however, there were also two very challenging issues.

The first was associated with the College's ongoing search for a permanent campus. At the start of the year we took a lease on Unit 1, 82 Blair St and established the year 11 and 12 classes there with the two new year 10 classes in the classrooms at TAFE. At the end of first term we re-organised the spaces at TAFE and moved the year 12 students back there where they were more settled. This also allowed enrolments in both years 11 and 10 to grow at Blair St. From the start of the year we were working with Housing, in the Department of Communities, to pursue their offer of a site in Withers. As the year went on, this became less and less certain on a political level and it was finally confirmed in October that the offer was no longer on the table. Meanwhile we had pursued other options but essentially ended the year with no clarity about a permanent site and the more immediate problem of where to find accommodation for two year 11 classes from the start of 2020. As I said to the Leavers Celebration in November:

> "We still have a real estate problem but we have created a distinct school culture – we know who we are, we know what values drive us, we know what we are trying to achieve and we know how we are doing that. We don't know where we live but we do know an awful lot of other stuff!"

The second major challenge for 2019 was in late August when a member of the College Staff, one of the social workers was killed in a traffic accident. With considerable support from outside psychologists and counsellors the school staff and students dealt with the initial shock and grief but the incident continues to impact on many of his former colleagues and students.

VISION

To make a difference through education for our students

VALUES & PRINCIPLES

Belonging
Listening and Learning
Responsibility
Generosity

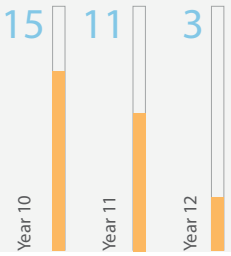
BIG PICTURE PHILOSOPHY

One student at a time in a community of learners.

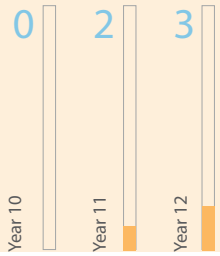
1. Student enrolments and attendance

State Government Census, February 15th 2019

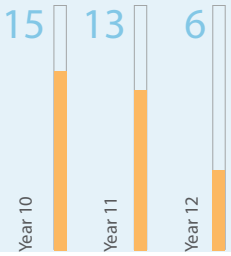
Non-aboriginal students
MALE



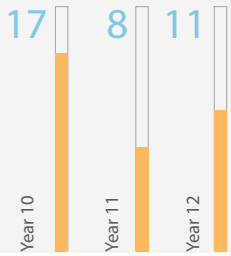
Aboriginal students
MALE



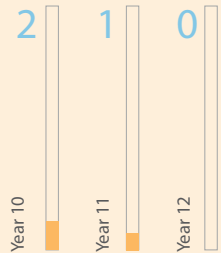
All students
MALE



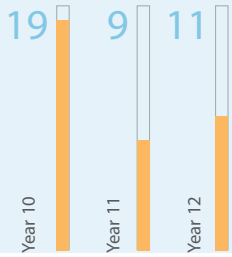
Non-aboriginal students
FEMALE



Aboriginal students
FEMALE



All students
FEMALE



Year 10 total students 34 | Year 11 total students 22 | Year 12 total students 17
School total students 73

80%

of students have a disability

By the August Census (for both the State and Commonwealth Governments) the numbers had increased to 76, with 61 (80%) of these assessed as having a disability, mostly in the social/emotional category.

Note: In February 2018, 29 students were enrolled and this had increased to 33 by August 2018.

Retention rates

In 2018, 68% of the students who started the year, completed the year.

In 2019, 79% of the students who started the year, completed the year; 89% of year 10, 68% of year 11 and 72% of year 12.

	Semester 1%	Term 3%
2018	90	49
2019	96	48

Attendance data to Commonwealth: (year 10 students only)

		Indigenous	% present	% absent resolved
Year 10	Male	No	57	90
	Female	No	74	95
	Male	Yes	48	92
	Female	Yes	76	100
Year 11	Male	No	60	78
	Female	No	63	79
	Male	Yes	12	35
	Female	Yes	75	95
Year 12	Male	No	69	94
	Female	No	82	94
	Male	Yes	40	28

I came to this school with so much disappointment in myself, I felt at 15 that I had failed as a person.
However, BRCC welcomed me with open arms into the most supportive and understanding environment, that replaced the doubt and resentment that I had towards myself with resilience and self respect and proved to me time and time again that I am worthy of succeeding.
I think I now finally understand that being in a position that enabled me to come to BRCC was in no way a failure and instead the exact opposite.

YEAR 12 STUDENT

2. Student progress

	NUMERACY						READING						WRITING					
	Yr 10		Yr 11		Yr 12		Yr 10		Yr 11		Yr 12		Yr 10		Yr 11		Yr 12	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Yr 10	21	40					43	67					19	60				
Yr 11	25	33	33	46			29	46	46	46			25	29	29	67		
Yr 12			38	62	81	88			44	50	62	81			31	50	50	69

For each year group, R2 2019 compared to R1 of their first year at BRCC shows the progress that has been made.

Year 12 outcomes

- 10 students graduated, i.e. they completed their learning plan and submitted a Graduation Portfolio.
- 4 students completed the year but did not graduate.
- 3 students started during 2018 and left before the start of 2019.
- 1 student started term 1, 2019 and almost immediately went to PCYC.
- 2 students started term 1, 2019 but did not ever really become engaged.
- Across the 14 students who completed the year, their average attendance in the year before starting at BRCC was 42% and by the end of year 12 it was 81%.
- Between them, these 14 students completed 4 certificate II, 7 certificate III and one certificate IV.
- 4 students are enrolling in uni preparation courses, 6 are enrolled in TAFE courses for 2020, one is already doing Certificate III Community Services at JSW, one is in full employment, one is linked with Forrest Personnel and one has moved to Perth.

Years 10, 11 Outcomes

At the end of the year, the year 10 and 11 advisory teams considered the progress of each individual student. They made a judgement on a five point scale. The judgements were based on data such as OLNA, reading ages from STAR Reader, progress on Maths Space but more significantly on the learning plans of each student and the exhibitions of their learning. The subsequent reflections of the student and their guardians, mentors and BRCC staff were also important sources of data. The advisory teams then considered the additional factors that assisted each student; this did not include the basic components of our structure, eg small size, advisory class and advisory teacher, but any supplementary support that was accessed by the student. Finally, the advisory teams considered if there were additional things that we could have been doing to further support the student.

Summary table assessing progress at end of 2019

	1 No progress	2 Limited progress	3 Some progress	4 Sound progress	5 Good progress
10/11S	4	6	4	11	2
10M	4	2	3	5	5
10P	4	0	3	9	4

In addition, the enrolment in VET courses was considered.

- 7 year 11 students enrolled in a range of certificate two courses as part of the VET in Schools opportunities, however, only one student completed the course in which they had enrolled.
- A further year 11 student and five year 10 students completed a hospitality Certificate II through JSW.
- Twelve year 10 students enrolled in a variety of Try a Trade opportunities run through the Bunbury Regional Trade Training centre and ten of these | successfully completed the required days.

What was helping?

Although each advisory class is different, largely due to the personalities and needs of the students, there were many commonalities amongst the four classes about the things that they felt were making a difference to the students.

As expected the positive, respectful relationships between staff and students, as well as between the students themselves, all of which flow from the advisory structure, were identified as being essential components for student success.

Possibly less expected was the importance of spaces that allow students to have their own work stations and the additional space that allows some work stations to be in separate, quiet areas. Linked with this is the freedom that some students need to allow them to move around. This was particularly the case at the Blair St site and these are considerations as we plan the spaces at any new site.

The advisory teams also identified that students benefitted from a flexible, supportive approach that gave them time to work through their issues and to complete their work. The support provided by the College's social workers and sometimes by outside agencies and mentors helped many students to engage with the College and ultimately with their learning. Transport and food were important for many, as were resources to pursue their interest projects.

What else could have helped?

- more targeted time with literacy and/or numeracy support
- improved goal setting
- awareness of the students who require small, weekly goals and often more structured tasks
- academic role models for students, especially those who have the capacity to study beyond school
- increased opportunities for leaving to learn and for embedding learning in it
- identifying and training mentors
- increased support in VET classes
- increased availability of professional support, including drug counselling
- outreach to students who struggle to attend
- increased student accountability for their progress
- increasing the capacity of students to deal with the breakdown of romantic relationships, especially when they involve other students at the school.

In addition,

the processes that we use to develop the IEPs need to continue evolve to help students to become more active participants in the process and to feel a greater sense of accountability for their progress.

At the end of 2019, we affirmed a decision that we had made earlier in the year to use the ACSF as a tool to demonstrate the learning progress of students and to help students to set more targeted goals in their learning plans.

A huge change I have made in the past year was my schooling, last year I really didn't want to be at school at all, the whole environment just spiked my anxiety and made me feel like I was trapped almost. I feel like since attending BRCC my whole view of school has changed as it's such a different approach to mainstream schooling, it's a nice environment where rather than a teacher shoving a piece of work in your face with a due date and then having to freak out about it, you choose what you would like to learn about and what you're interested in and you choose a date that you are aiming to complete your own goals which I personally feel makes me proud as I am completing something which I can take pride in. BRCC has been the most efficient form of school that I have attended to date and I've bounced back and forth from schools since the beginning of high school.

YEAR 11 STUDENT

3. 2019 Data from Social Workers

Drawing on records in SEQTA, log books in cars and their own diaries the social workers (2.2 FTE for most of the year), identified that they were involved in

- 372 pastoral interventions
- 283 outreach supports
- 230 school transport provisions

In addition, across the year the clinical psychologist completed 103 assessments and/or reviews of students and this work, along with reports written by the social workers and IEPs provided by the Advisory Teachers resulted in

- 37 students gaining low funding (ie 110% of State per capita)
- 34 students gaining medium funding (220%)
- 10 students gaining high funding (330%)

10 students were declined funding in the first round but with reassessment and resubmission this reduced to three in the second round. This work also fed directly into funding from the Commonwealth Government for students with disabilities where we claimed

- 21 students with disabilities receiving supplementary support
- 18 students with disabilities receiving substantial support
- 17 students with disabilities receiving extensive support

In addition, up to five students in 2019 were drawing support from Centrelink as independent minors and at one stage four of the six places in Bunyap House (supported accommodation run by Accord West) were filled by BRCC students.

During 2019,

networking opportunities increased for the social workers, especially with CAHMS after the teacher associated with that agency reached out to the school. As a result of this it became possible for the social workers to have regular communication with the CAHMS counsellors and to ask for their support when a student was in crisis. CAHMS also facilitated a number of inter-agency meetings and BRCC was included in these.

A further two ECU social work students completed practicums at the College in term 3 and into term 4.

4. Staffing

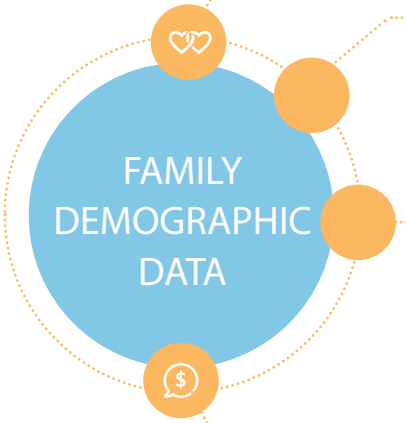
At the start of the year	Advisory Teacher	Education Assistant	Counsellors
Year 12	Armelle Chaussat	Bert Basson	Tamara Daniel (0.6) Gerald O'Sullivan (0.6) Apryl Papalia
Year 11	Steve Smith	Cara van Schalkwyk	
Year 10	Jonathan Miller	Alana Hata	
	Emily Godfrey	Brett Piggott	

Changes during the year

- Early in first term, Marissa Smith started as a contracted teacher to assist in year 11 due to the unexpected growth in numbers in that year group
- Keely Sutton was employed as a casual relief EA during first term and then completed her EA practicum with BRCC in term 3 and volunteered during fourth term.
- Jane Sheils did some relief teaching at BRCC at the end of first term and during second term and then in second semester, joined the staff on a contract until the end of the year working 0.6FTE as a literacy support specialist.
- Emily Godfrey took maternity leave from the end of first term. Brett Piggott stepped into his role as Advisory Teacher and Glen Breslin joined the staff as the EA in Brett's class.
- Sally McGill volunteered on a part-time basis for most of second semester. She is exploring re-training as a teacher after a career in nursing.
- In fourth term, Luke Fuller joined the staff as a full-time Social Worker/Counsellor, replacing Gerald O'Sullivan.
- In third term, two social work students completed their practicums at BRCC and one of them, Wesley Lacos, worked as a youth worker during fourth term.
- During second semester, Carissa Parker worked one day a week for BRCC supporting the College's use of IT and mentoring students around digital design.
- During second semester, Tamara Allport (Rassip) also worked at the College for two to three days a week to support indigenous students and to help students to complete VET enrolments for 2020.

5. Family demographic

Collected on enrolment forms



WHO WERE CARING FOR THE CHILDREN?

	2018	2019
Mum and Dad	26%	39%
Mum alone	26%	23%
Biological parent & partner		8%
Grandparent	14%	5%
Relative, eg auntie/uncle/cousin		5%
Non-related care giver	10%	6%
Independent minor	1%	7%

WHAT IS THE EDUCATION LEVEL OF THE CARERS?

	2018	2019
Year 9 or below	17%	7%
Year 10 or equivalent	42%	39%
Year 11 or equivalent	19%	21%
Year 12 or equivalent	21%	34%
Did not disclose		11%

WHAT IS THE HIGHEST LEVEL OR POST-SCHOOL QUALIFICATION OF THE CARERS?

	2018	2019
Bachelor or above	1%	5%
Advanced diploma	9%	10%
Certificates I-IV	18%	36%
No post school qualifications	26%	24%

WHAT ARE THE OCCUPATIONAL GROUPS OF THE CARERS?

	2018	2019
Senior management	6%	4%
Other business managers, associated professionals	6%	9%
Trades	15%	23%
Machine operators, clerks, sales, service, hospitality	13%	22%
Not in paid employment in past 12 months	34%	28%
Not identified	24%	14%

6. Professional development

All staff participated in a range of professional development across the year including:

- Child protection and grooming (AISWA)
- Team Teach, ie techniques to de-escalate students (AISWA)
- PTSD and Trauma Informed Care (Evolve Events)
- The CARE School Conference
- School Drug Education (SDERA)

In addition all Advisory Staff participated in two Big Picture Network days and welcomed the College's Big Picture Coach to the College on six days. They also spent a day working with one of the literacy advisors from AISWA.
Seven of the Advisory staff who had been new to the College over the 12 months completed the five day Big Picture Foundation Course.
One Advisory Teacher and one of the Social Workers completed the Keys for Life program through SDERA.
The social workers participated in a range of workshops associated with suicide prevention, counselling, and sexual health.

7. Partnership and outreach

Memberships

The College continued its membership of AISWA, the Bunbury Regional Trade Training Centre and Big Picture Education Australia.

JSW

The College continued to draw administrative support from JSW and to develop ways of engaging BRCC students in programs run by JSW.

Subscriptions

The College maintained subscriptions to SEQTA and to MathsSpace and during the year started to subscribe to Renaissance Literacy.

Outreach

In second term, we responded to a request from Participation to offer an outreach program to a year 11 girl from Brunswick who was too anxious to catch the bus or to attend school. She was linked to one of the advisory teachers and came into school afterschool once a week to discuss her work. She left home during fourth term and ceased her enrolment.

Dalyellup College

In third term, Dallyellup College asked us if we could support one of their year 12 students to complete her WACE. The student felt that she could no longer attend Dallyellup but wanted to complete year 12. We agreed to take her on an S24 from Dallyellup with our role being to supervise her attendance and to support her to complete the work that would be set by her teachers at Dallyellup. However, the student was not able to maintain her commitment and she did not complete the year.

Satellite Program in Busselton

During 2019, the Engagement and Participation Team in Busselton established a pilot program for students in years 9 and 10 who were disengaged from school with the aim of coordinating the work that was being done with these young people by a range of agencies.

The manager of this program identified that the BRCC approach might help some of the students with whom they are working and approached me about meeting with the high school principals in Busselton to see if they agreed. After a number of meetings we agreed to trial a BRCC Satellite program in Busselton in 2020 involving around 10 students who were believed to have social and emotional barriers to learning in mainstream schools.

By the end of 2019, we had received 15 referrals to the program and commenced planning for a year 10 class in Busselton to commence in February 2020.

MoU with Breakaway

During 2019 the Breakaway Aboriginal Corporation ran a pilot program for secondary school age students, Ninety Degrees and Beyond. Funding came from the Police Department and the students came on S.24s from the local high schools.

The program was judged to be a success but the police funding was only for the first year. To keep the program going, the Participation Branch of the Education Department have helped Breakaway to develop an MoU with the High Schools to ensure that when a High School refers an enrolled student to Breakaway that they will also send money with the student; $9,211 for non-aboriginal students and $11,317 for aboriginal students.

There are several students who fit all the criteria to participate in the Breakaway Program but who have been excluded from State Schools and so cannot participate unless they hold an enrolment in another school. BRCC has enrolled two such students for 2020 and have signed the MoU with Breakaway to S24 them to Ninety Degrees and Beyond, from the start of 2020. Breakaway will invoice BRCC for the fees for each student.

- During 2019, the College made greater use of workplace mentors as increased numbers of students became involved in shadow days, work placements and internships.

- Some students took advantage of opportunities to act as clients for the fitness students at TAFE, to take up short-term memberships at a gym and to participate in regular sport at Hay Park.

8. Extracts from student reflections

“ At the beginning of the semester I wasn't coming into school at all because of my anxiety but we sorted out a plan where I would start by doing a little bit on Mondays and slowly increase how many days I did, the plan worked well. I had some problems with anxiety when I started but within the first few weeks I was comfortable with coming into class, I would do project work at school and my math/science at home. I knew that I would need to do more days at school though to prepare for TAFE next year so I tried staying the whole day and it worked out fine.

Year 10 student

I try to help everyone whenever I can, everyone always says that they respect me, and I think that's really kind, during primary school years people never respected me and what I believe, I try to be a positive person and not make others feel bad about themselves.

Year 10 student

I've had an amazing year at this school and really improved myself mentally. I'm excited to go into year eleven and improve myself even more.

Year 10 student

This past year has been full of ups and downs, like any other year from any other school that I've gone to. The difference is that in this school I have accomplished so much more than I would have at my other schools. I've done one shadow day at a hair salon at KK-for-Hair. I've finished all three of my OLNA's. When I started at the beginning of the year, I hadn't passed any of them. We've been on multiple excursions; my favourite was Adventure World at the end of term 1.

Year 10 student

This year was big for me, for multiple reasons; first time doing 'actual' school in two years and the end of my almost two year long depression streak.
As for my thoughts on the school, there is nothing realistic they could possibly do to improve. Bunbury Regional Community College is as perfect as reasonably possible, and I will stand by that. The environment is full of support, friends, people who care and will listen.
From the bottom of my heart I'd like to thank this school for the opportunities it has presented to me.

Year 10 student

Most schools have 4 to 6 periods/zones for classes, whereas BRCC only has 3 with breaks in between. This gives us more time on our work, not having to worry about rushing to our next class. Personally, I really enjoy this school. We have the ability to say what we think, without being straight shut down. The teachers are great, and try to flow with the students instead of just being our superior. I don't have to be afraid of going to school in a bad mood, or not wanting to be here, because they will understand and try to help me. Every student at this school isn't just a student, we're individuals, treated to our needs. This school isn't one size fits all, and I am forever grateful.

Year 10 student

I like being a student here at BRCC because it feels like the teachers actually care about my wellbeing as well as my education. I'm a person rather than a number or a grade.

Year 12 student

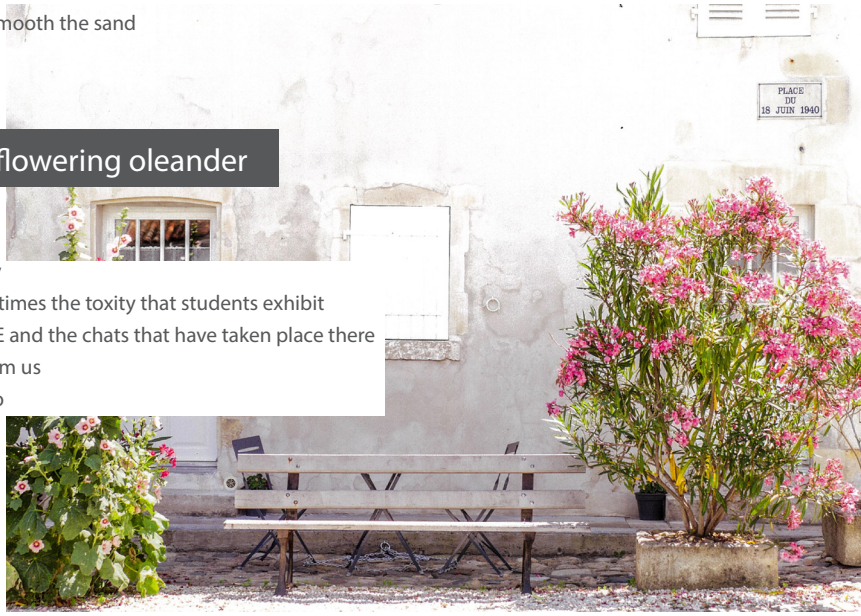
9. Staff reflections at the end of the year

In one of the final staff meeting for 2019, staff were asked to look at a range of displayed images and to select one that said something to them about their professional year at BRCC. The images and comments included:

An ocean view

Go with the flow, be in the moment, the waves will come in a smooth the sand

The wall of a house with a bench and flowering oleander

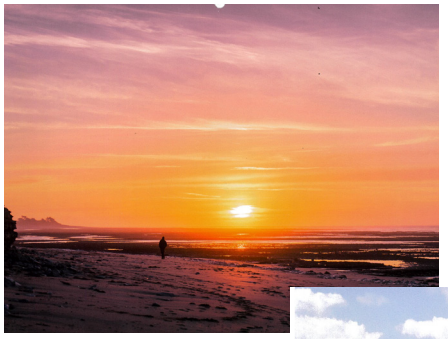


Aesthetically pleasing- positive view of BRCC in the community
Oleander- toxic nature of much of our students' lives and sometimes the toxity that students exhibit
Empty chair- Gerald but also the chair outside the office at TAFE and the chats that have taken place there
Shuttered window and closed door- so much that is hidden from us
Bench chained to the wall- our intentionality about what we do

Spiral staircase

Upward spiral- the upward journey with so many of the students.
The view from the top. Support on the way up. Ability to rest at the platforms on the way up.
Also looks like a jet engine- some students take off

Sunrise



Hope for the future

View of harbour

Water represents students
Boats- the people who come into and out of their lives
Buildings are the school - we have a sense of who we are without having a building

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