BUNBURY REGIONAL
COMMUNITY COLLEGE

ANNUAL REPORT 2021

BUNBURY REGIONAL COMMUNITY COLLEGE
TEL: 08 6724 6971 EMAIL: admin@brcc.org.au
Level 1 Victoria Square, 16 Victoria Street, Bunbury WA 6230

OUR MISSION

To re-engage students in their learning and to support them to develop their skills to become positive, productive, members of society.

OUR VISION

A CARE School for the South West

Values and Principles

Belonging

Independence

Mastery

Generosity

OUR STRATEGIC PRIORITIES

01. To deliver personalised education

To deliver education so that every student becomes a life-long learner and has a goal and plan for life beyond school. Every student can complete Vocational Education and Training ("VET") Certificates and other certificates, tickets, training programs, work placements, and other non-accredited training and learning options.

02. To attract and retain excellent staff

Attract staff who never give up on any student by working skilfully, creatively and flexibly in order to help students create positive, productive lives beyond school.

03. To be sustainable

To promote attendance, welfare, and learning of students in an efficient and sustainable way, both environmentally and financially.

04. To establish, collaborate, and develop community links

To establish and nurture rich community networks which benefit our students with additional avenues to learning and through connections to organisations and employment opportunities within the wider community.

05. Develop college sites and consider other growth opportunities

Fit out newly purchased campus(es) and consider additional educational services at new campuses or sites in the South West that meet different and evolving community needs.

06. Governance

Performance to Strategic Plan is measured and robust Risk, Governance and Policy frameworks support the management of the College and ensure it is operating in a safe and efficient way.

BRCC was selected as one of three CARE schools to participate in an AISWA creative art project being run by FORM and funded by the Commonwealth Government. On November 9th our Year 10 students' art was displayed in a combined exhibition with Port School and Alta-1 at Kidogo Gallery in Fremantle.

OUR PROMISES TO YOU

RESPECT	We will treat everyone equally no matter where they are from or who they are. We will make sure everyone feels included and welcome. If you are not feeling respected, please let us know.
INFORM	We will give you information about your physical, emotional, and online safety and what to do if you feel unsafe.
GIVE YOU A VOICE	We will make sure there are lots of ways for you to have a say and be involved. Use the suggestions box or have a chat with your Advisory Teacher.
HELP	with your hopes and dreams as well as your worries and fears. Have a chat with your Advisory Teacher or Principal.
TRUST	You can trust that we will care about your needs and feelings and will support you. We welcome your feedback to help us to continue to get better at what we do.

"BRCC's expectations are to show respect to everyone and the environment that surrounds you, engaging yourself and showing a positive attitude to your teachers and all peers. I feel as if I have met BRCC's expectations. I respect all my peers and try to involve anyone in fun tasks that we are doing, especially if they look like they are being left out."

"One thing to set BRCC aside from all the other surrounding schools is the acceptance every-one is given, no matter what you look like, what you identify as or what you believe. Most teenagers are accustomed to believing the only act of survival is the act of being a certain person, looking a certain way and acting in a certain manner and for everyone who doesn't fit those standards they are targeted by the eyes of society however BRCC acts as a safe place for all, for people to express themselves and pursue what they wish to in their life. I have met and talked to so many different people not only in my class but nearby classes, each person being completely authentic and different in ways that make them, them. I believe by having a school that provides teenagers with the freedom to be whoever they wish to be whoever they wish to be without judgement is a big turning point in the changing of society."

HIGHLIGHTS FROM 2021

- Opened the new Bunbury campus at Victoria Square
- Set up the new campus with furniture and required technology
- Rolled out over 70 new laptop computers to staff and students
- Opened a new advisory in Busselton
- Increased enrolments from 130 to 160 students
- Embedded a positive school culture throughout both campuses
- Inducted 16 new staff and a new principal
- Enrolled over 70 new students
- Enrolled 54 students in 24 VET courses
- Delivered ECU Uni Prep and supported the first two students to gain entry to university
- Submitted 129 Inclusive Education funding applications
- Developed over 160 Individual Education Plans and co-created 160 Student Learning Plans
- Embedded Big Picture design principles throughout the college
- Increased the academic rigor and work expectations for students
- Communicated clearer expectations for student progress and engagement
- Co-ordinated over 70 psychological assessments
- Implemented Office 365
- Consolidated file management and student record keeping processes
- Redesigned BRCC documents
- Implemented Employment Hero
- Implemented Consent2Go
- Improved health records and medical response plans
- Refined class budgets and purchasing processes
- Updated policies and procedures
- Participated in the AISWA Creative School's Art project
- Increased the number of excursion and incursions
- Increased electives for students, including sport, music, cooking, Dungeons and Dragons, guitar, art, and boxing

- Partnered with JSW to deliver Thrive and MyFuture Career Match
- Supported 20 Year 12 graduates in their post-school plan
- Conducted a feasibility study to develop a college site in Withers
- Commenced preparation for 2022 registration renewal
- Started a breakfast club
- Participated in the TAFE personal training fitness program
- Purchased property at Wittenoom Street, Bunbury
- Purchased property at Albert Street, Busselton
- Delivered a budget surplus
- Established a new internal leadership structure for 2022
- Supported students in multiple internships and work placements

CONTEXTUALISATION

Bunbury Regional Community College (BRCC/ the College) was established in 2018 with a vision to support students who have disengaged from mainstream schooling to re-engage with learning in a school environment. The College is a small independent CARE (Curriculum and Re-engagement) school with a successful track record in delivering learning opportunities that cater for students who have become disengaged with traditional methods of learning. The College is the first CARE school in the South West to offer an accredited curriculum to young people in Years 10-12.

As a CARE School our model of education is developed with the aim of re-engaging young people who have been classified as being 'at educational risk'.

The CARE school model integrates a number of education and youth practices in order to meet the special needs of these students. Teaching is based around an intensive case management model which is holistic and collaborative – engaging peers, family, employers, and other key agencies and departments in the education of the student.

A highly supportive and self-paced learning environment is provided which offers emotional/mental health support through the employment of youth workers and psychologists or teachers who are skilled in using a holistic approach to learning.

The BRCC model fosters a relationship-based culture and student-centred environment with low student/teacher ratios and a curriculum that is modified to students' individual needs and builds on strengths and existing skills.

Careful consideration is given to the learning environment to ensure a sense of collaboration and relationship. This is coupled with the use of language and terminology that create an atmosphere of cooperation and partnership. Individualised learning is combined with practical life skills, with the view to transitioning students into meaningful employment or further education and training.

THE BRCC MODEL

During its five year operational history the College has created a unique operational model which takes into account the needs of our students and the needs of the region. Delivering personalised education is the key to the College's success so that every student becomes a life-long learner and has a goal and plan for life beyond school. The BRCC model combines a range of proven student centred methodologies designed to work holistically with the individual student. Every student has a unique individual learning plan which outlines the activities they will undertake and the supports that they need at any time. This is a dynamic and flexible document which is regularly reviewed in conjunction with the welfare support team and the Advisory Teacher.

BRCC uses the Big Picture Program to guide teaching and learning at the College. The Big Picture Program is an innovative, student-centred approach to teaching that was developed in the US in 1991 and adopted in Australia in 2006. It is comprises an independent network of schools and agencies whose aim is to provide more effective ways to meet the individualised needs of students by providing meaningful work that focuses on personal interests, contributing to the community, building confidence and developing networks for the real world.

The Big Picture Organisation provides research, resources, and tools to support educators, as well as teacher training. Its program takes the focus away from traditional classroom learning to create a more personalised approach to learning that places the student at the centre of education. Students are encouraged to be independent and are provided with freedom around how, what, and when they learn and have greater control to choose subjects that fit within their interests and strengths, thus increasing motivation.

In addition to its student-centred approach, the Big Picture Program integrates academic learning with practical internships called 'Outlearning' that students attend on a weekly basis. Through the use of Individualised Learning Plans, students develop communication skills and valuable networks with adults, and access pathways for future employment and life beyond school. From Year 10 onwards, students engage in these in-depth internships with adult mentors that allows them to plan for future career pathways.

This form of learning also involves a shift away from traditional assessment methods of ranking against 'norms' and focuses on Portfolio and Exhibition forms of assessment which link back to students' Learning Plans.

One of the most unique aspects of this program is the International Big Picture Learning Credential for Year 11 and 12 students. This is a non-ATAR pathway to employment, training or university and embraces a wider range of skills than traditional assessments.

Achievements are recorded in an interactive Learner Profile which combines academic results with personalised insights into the students' work. This credential provides students with entry to more than 16 partner universities across Australia and provides a reference that students can offer to prospective employers.

The other unique element of the BRCC program is its focus on wellbeing and relationships. Students learn within an 'Advisory' – a small learning community of approximately 17 students who are supported by a teacher and education assistant. This approach provides consistency and allows learners to be supported and 'known'. Students stay with the same teacher for all their learning activities and the teacher moves up with them as they transcend year levels.

"I really do think that if I was asked to list all the ways BRCC and Big Picture education helped me I could go on for pages. In short, this school saved my life and education. I went from being dropped out at Year 9 to excelling in my schoolwork and friendships. BRCC has taught me how to make friends, long term relationships with peers and advisors, how to work to my comfort and understand things in different perspectives. My family and I wouldn't know what would've happened if I didn't get this opportunity. I wake up in the morning and think how grateful I am to be in a school that cares so much about it students."

Every student can complete Vocational Education and Training ("VET") Certificates and other certificates, tickets, training programs, work placements, and other non-accredited training and learning options.

The Principal was asked to identify the factors that contributed to the success of the College and he said; "The people-having great staff, excellent programs using the Big Picture methodology for education purposes, the other internal programs we run and our philosophies. We have a desire to do things differently and challenge the beliefs held by the mainstream system. We work in a student-centred way and we're always asking ourselves 'what does this student need?' and then we work with students not against them or alongside them. We've grown quickly and that has been made possible because behind the scenes good people and structures are allowing us to grow. We knew that we wouldn't be able to serve students if we didn't have the right structure. Our structure allows us to be nimble and flexible and pivot quickly and meet the needs of the local markets which differ from town to town in the South West".

A review of the 2021 year cannot take place without mention of the COVID 19 pandemic. The College fared extraordinarily well in this regard with no major lock downs in the region. Policies and procedures were developed to guide the College through any potential upheaval that might occur and in general the College and the South West region were untouched by the disease. Some students experienced increased anxiety due to the pandemic but once it was established that the region was unlikely to be impacted by the pandemic no issues presented.

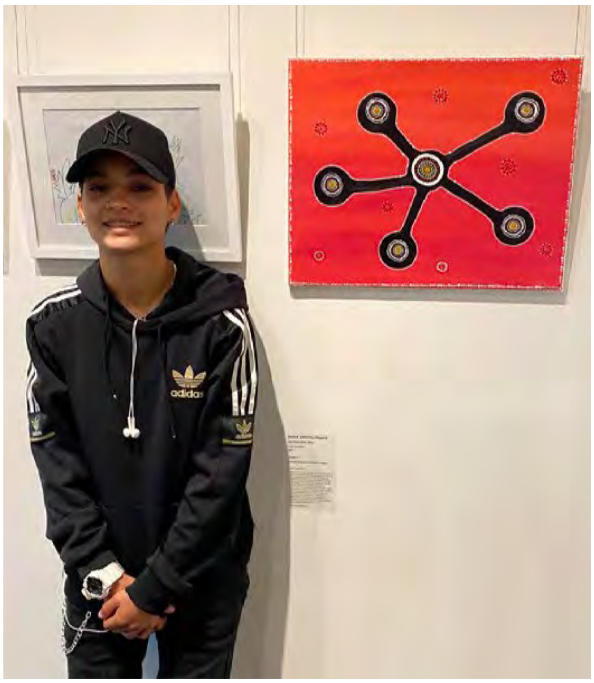
"The expectation at this school is quite high, you must always be respectful to your advisory and peers you must always be well behaved and work to your full capacity."

WHAT ARE CHARACTERISTICS OF THE STUDENTS?

The target group for the College is secondary aged students who have been disengaged from mainstream education due to a range of challenging personal circumstances, behavioural issues, and learning difficulties. The vision for the College was to deliver opportunities that cater for students who have become disengaged from traditional methods of learning. Many of our students students have low levels of literacy and numeracy and experience social issues that are a barrier to learning.

Brett Piggott BRCC's Principal tells us that "students at the College were unable to succeed in a mainstream setting, they have been disengaged in the past they are students who have experienced barriers such as trauma, family breakdown, addiction, homelessness, mental health issues, learning difficulties and bullying". Brett says "Our students are amazing human beings and when they're in supportive environments they thrive, and throughout their time with us they transform into confident well-adjusted young adults".

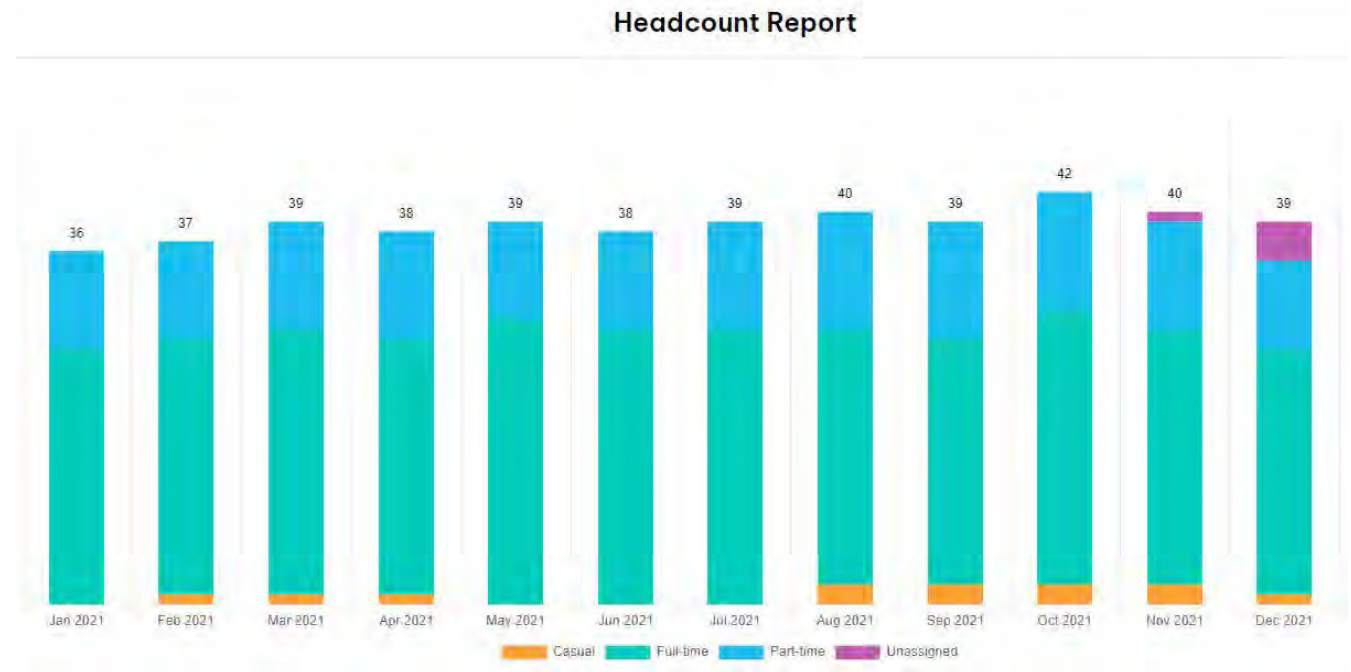
"I am honestly so unbelievably grateful to have found BRCC. I have opened myself up to so much, I have learnt things about myself and done things, I never would have before. I still struggle a lot, but the only reason I'm still going is because this school allows me to struggle sometimes, but won't let me fail. This school helps me back up and gives me the opportunity and time for me to start going again. I have made so many important and influential connections with people, through this school. I have learnt so much about the world, and people and life that I don't think I would have learnt anywhere else. Since being here I have been more open and understanding towards myself and other people. I have found parts of myself that I

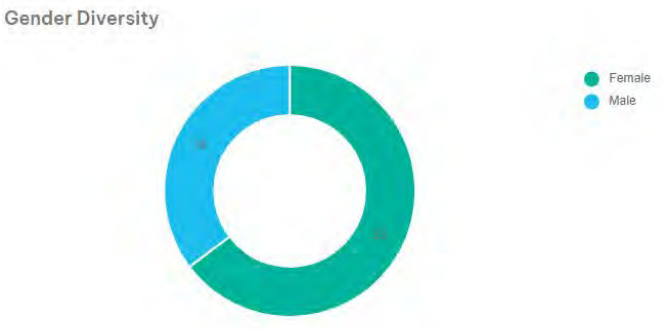


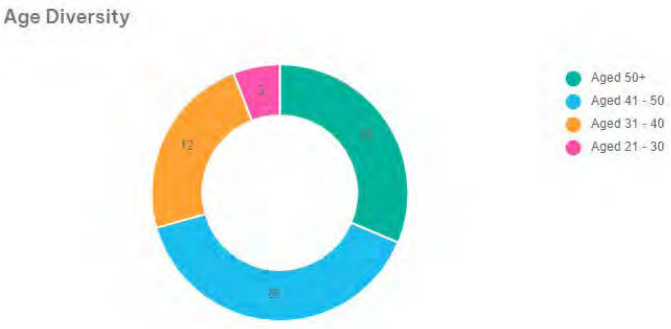
WORKFORCE COMPOSITION

During the year the teaching and support staff numbers at the College grew in line with the increase in the number of classes offered and the increased diversity of the programs delivered. There was also an associated rise in administration and management staff to support operations and programs. All teaching staff are registered with the Teachers Registration Board of Western Australia and salaries are set in line with the latest Salary Schedule set down by Catholic Education Western Australia. The College's strategy in selecting education assistants is to seek out people who have defined life skills, competencies and experience that correspond with student passions and learning objectives and complement teaching staffs' skills and experience. Support staff do not necessarily have an education assistant's qualification but they bring a diverse range of qualifications and understanding to the team. Similarly the executive team bring a variety of qualifications and experience to the College which results in a diverse and highly skilled workforce. Cultural diversity at the College is also robust with staff originating from a number of global destinations. The College also takes Indigenous workforce participation and diversity very seriously having 10% Indigenous staffing and 15% CALD staff on board during the year. During the 2021 year 50 staff were employed by the College.

Below are some workforce statistics and a listing of staff and their qualifications.







TEACHING TEAM

Name	Teaching Qualification	Other Qualifications
Brooking, Daniel	Graduate Diploma of Education (Secondary)	Specialisation in English and instrumental music
Chaussat, Armelle	Graduate Diploma of Education (Primary)	
Godfrey, Emily	Bachelor of Education	Bachelor of Drama and Performance
Goodwin, Tarsha	Bachelor of Arts (Education) specialisation Home Economics	Graduate Diploma in Education
Hart, Karen	Bachelor of Arts in Education	Cert IV Training and Assessment
Jenkins, Kelsie	Bachelor of Education	
McAvoy, Cameron	Bachelor of Science	Graduate Diploma of Education
Miller, Jonathon	Bachelor of Arts	Graduate Diploma of Education
Miskin, Simon	Bachelor of Arts (Fine Art and Social Policy)	
Sheils, Jane	Bachelor of Education	Graduate Diploma of Education
Smith, Marissa	Bachelor of Leisure Studies	Post Graduate Diploma of Teaching
Smith, Steve	Graduate Diploma of Teaching	
Walker, Louisa	Bachelor of Science	Graduate Diploma of Education Certificate IV in Training & Assessment

CLASSROOM SUPPORT

Name	Teaching Qualification	Other Qualifications
Basson, Albertus	Certificate IV in Education Support	Enrolled in Master of Teaching
Breslin, Glenn	Master Craftsman Certificate (Equivalent to Level 4 Trade Certificate)	Accounts Technician Level I and II Environmental Science OU Ireland
Buckle, Kris	Certificate IV in Sound Production, Collarts EDU Australia	Guitarist's Diploma (Platinum Award) London. Introduction to Ableton Live, Berklee College of Music, US
Hata, Alana	Certificate IV in Social Services	
Hoult, Sandra Kaye	Certificate III in Children's Services	Certificate III in Business and Computing
Lewis-Te Hau, Jayden	Certificate IV in Youth Work	Certificate III in Community Services
Ligtermoet, Erin	Bachelor of Arts (Education) Bachelor of Science	Graduate Certificate (Science) Certificate IV in Training & Assessment
Madgwick, Terry	Diploma of Vocational Education and Training	Diploma of Training Design & Development Certificate IV in Training & Assessment
Manuel, Alexandra	No Qualifications on Record	
Margraf, Tanielu Daniel	No Qualifications on Record	
Mathieson, Scott	Cert III Trade Certification in Fitting and Turning	
Norton, Robyn	Associate Diploma of Social Science (Welfare Studies)	Certificate IV in Community Services Work
Novotny, Amanda	Certificates III - IV in Education Support	
Paget, Angela	No Qualifications on Record	
Smith, Natalie	Advanced Diploma of Nutritional Medicine	Certificate III - IV in Personal Training
Smith, Qaadr	Certificate IV in Finance and Mortgage Broking	
Spice, Tina	Certificate III - IV in Education Support	Certificate IV in Purchasing and Contract Management
Sutton, Keeley	Certificate II Information, Digital Media and Technology	Certificate II in Community Services
Ballini, Laura	Bachelor Degree in International Relations and Human Rights, University of Padua	Master in International Policy and Diplomacy Certificate IV in Education Support

WELFARE SUPPORT

Name	Teaching Qualification	Other Qualifications
Cross, Fiona	Bachelor of Social Work	
Daniel, Tamara	Bachelor of Social Work	Certificate IV in Training & Assessment
Della Bosca, Vanessa	Bachelor of Social Work	
Fuller, Luke	Bachelor of Social Work	Diploma of Counselling
Magill, Sally	Bachelor of Science (Nursing)	Certificate IV in Training & Assessment
Apryl Papalia	Certificates II - IV in Business	
Tamara Rassip	Certificate IV in Mental Health Certificate IV in Training & Assessment Certificate IV in Youth Work	
Van Schalkwyk, Cara	Certificate III in Educational Support	
Wieler, Mathis	Bachelor in Social Work	Diploma in Social Work & Health

LEADERSHIP AND ADMINISTRATION TEAM

Name	Teaching Qualification	Other Qualifications
Piggott, Brett Principal	Bachelor of Education Master of Educational Leadership	Graduate Certificate of Literacy Education
Barnes, Posy GAICD Director	Master of Business Administration	Bachelor of Science Economics Certificate IV Accounting Certificate IV Training & Assessment Certificate IV Strategic Marketing Management
Cornish, Jenni Corporate Services Manager	Bachelor of Applied Science (Library and Information Studies)	Graduate Diploma of Business Certificate IV in Assessment & Workplace Training Diploma of Frontline Management Certificate IV in Community Services
O'Sullivan, Thalia Registration & Compliance Officer	Bachelor of Arts (Psychology and Counselling) Bachelor of Business (Marketing)	Certificate IV Government Investigations Certificate IV Contracts Management & Procurement Graduate Diploma in Arts – Professional Writing
Carissa Parker Marketing & IT Advisor	Bachelor of Science (Interactive Multimedia Technologies)	Diploma of Leadership & Management Diploma of Business Administration Diploma of Art & Design Cert II Prepress & Design
Rose Walker Finance Officer	Bachelor of Science	Certificate III in Individual Support Certificate III in Business Administration
Frazer, Tym College Administrator	Small Business Management - Statement of Attainment	

GOVERNING COUNCIL		
Name	POSITION	
Julie Mitchell	Chair	
Angela Roberts	Deputy Chair	
Richard Cardwell	Treasurer/Secretary	
Jon Cook	Member	
Michelle Gowegati	Member	
Ethan Chadd	Member	
Hayley Harich	Member	

"With no surprise at all I have completed a whole year at brcc, I say that because from starting at this school I knew it was where I wanted to be, there were a couple times when I thought about leaving but never did because I knew I would not find another school that brings the support and acceptance that we as students, are given at brcc, I also recognize that if it were not for this school I would not have been offered the opportunities that were presented to me, anywhere else."

"I've been here at BRCC more then I've ever been at my old schools, I try being here when I can it's been hard during the year traveling issues at most or just feeling a bit down to come but I enjoy being here."

"The learning in other schools weren't fair and hard to understand. So, I decided to switch schools because the last school I've been going to won't change their learning ways to make it suitable for me so its time for a good change."

"I haven't been supported for who I was at my old school anyways for my sexuality plus I was a quiet person since people wouldn't really talk to me only the most unpopular people who has been rejected into typical groups understand."

"I used to skip a lot of school times at my other school becausee it was getting to a point where I really couldn't handle the stress the teachers were giving me plus the work, they were expecting me to do that would take so long for me to learn at my time of life where my mum can't help me because she's always busy."

"I came here to get away from my other school, that place made me anxious and couldn't get any work done or attend. Coming here was a big relief in terms of being able to come to school and work."

PEOPLE & CULTURE SURVEY TEACHER SATISFACTION

During the year we conducted a People and Culture Survey targeting all staff members. A response rate of 52% was received giving the College a good opportunity to measure satisfaction with existing procedures and provide direction for areas of improvement.

There were some very pleasing results around work roles and goals and satisfaction with 100% of respondents agreeing that they were inspired to meet their goals at work, that they were involved in their work and that they were excited about going to work. 70% of respondents strongly agreed that they were determined to put in their best effort every day and 30% agreeing.

Overall the feedback on organisational culture was good with 85% agreeing that they were satisfied with the workplace culture. Most people agreed that employees were proactive in identifying challenges that needed to be undertaken, that they were willing to take on new tasks, prepared to help their colleagues in difficult situations and willing to accept change.

In terms of remuneration and communication 70% of respondents were happy with their salary packages and 90% agreed that there was good communication between employees and senior leaders. Most employees felt well recognised by BRCC (90%) and 95% felt that they had a good working relationship with their managers. Everybody was satisfied with the workplace flexibility offered at BRCC and most felt that they had good job security (75% agreeing and 15% neither agreeing or disagreeing). There was no disagreement regarding working in a responsible manner or regarding BRCC's commitment to diversity and inclusiveness.

The survey identified opportunities for improvement in Work Health Safety in line with the move into new premises. The Board and Management are aware that WHS procedures need to be reviewed in line with the new legislation coming into effect in 2022 and in line with the new building.

All in all these are very positive results for the College which provides us with a strong foundation to continue to improve the workplace for all staff.

STUDENT FEEDBACK

STUDENTS %	My school gives me opportunities to do interesting things.	My teachers provide me with useful feedback about my school work	Teachers at my school treat students fairly.	My school is well maintained.	I feel safe at my school.	I can talk to my teachers about my concerns.	Student behaviour is well managed at my school	I like being at my school.	My school looks for ways to improve.	My school takes students' opinions seriously	My teachers motivate me to learn.	My school gives me opportunities to do interesting things.
strongly agree	61.54%	46.15%	38.46%	23.08%	30.77%	30.77%	23.08%	53.85%	38.46%	46.15%	23.08%	76.92%
agree	30.77%	38.46%	15.38%	53.85%	38.46%	15.38%	38.46%	38.46%	53.85%	23.08%	61.54%	15.38%
Neither agree or disgaree	7.69%	15.38%	23.08%	7.69%	23.08%	38.46%	23.08%	0.00%	0.00%	15.38%	0.00%	0.00%
disgaree	0.00%	0.00%	7.69%	15.38%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	7.69%	0.00%
strongly disgree	0.00%	0.00%	15.38%	0.00%	7.69%	15.38%	15.38%	7.69%	7.69%	15.38%	7.69%	7.69%

PARENT/CARER FEEDBACK	Agree	Neither A/D	Disagree
Teachers at this school expect my child to do his or her best	91%	9%	
Teachers at this school provide my child with useful feedback about his or her schoolwork	91%	9%	
Teachers at this school treat students fairly	95%	5%	
The school is well maintained	100%		
My child feels safe at this school	95%		5%
I can talk to my child's teachers about my concerns	100%		
Student behaviour is well managed at this school	95%	5%	
My child likes being at this school	86%	14%	
This school looks for ways to improve	82%	18%	
My school takes parent/carers' opinions seriously	95%	5%	
My child is making good progress at this school	82%	14%	5%
My child's learning needs are being met at this school	72%	28%	
This school works with me to support my child's learning	91%	9%	

STUDENT ATTENDANCE

"A good education is powerful. It gives children skills, opens up opportunities and is often a key part of overcoming disadvantage. Missing out on education by regularly missing school puts children at risk of lifelong consequences." – Colin Murphy *Western Australian Auditor General*

The role of a CARE school is to endeavour to re-engage at-risk students in the education or training system by increasing school attendance, improving literacy and numeracy skills and providing appropriate life skills for students to increase their work, training or study opportunities after school.

Student attendance may depend on a range of issues such as personal, family, school, and societal factors. These are not simple issues to manage, and different solutions may apply to different people. However, good processes persistently applied along with thoughtful and accommodating approaches have been found to lead to improved student attendance.

When a school works to understand the student and their situation and to work collaboratively with the family and other agencies to resolve attendance, improvements can be achieved.

The ultimate aim for BRCC students is to have regular attendance. While working with students to address barriers impacting attendance, students should aim to be present between 90% and 100% of the time. Anything less than this is putting a student at educational risk, which will have a negative impact on their learning and in turn their future after they have left school.

During the year attendance averaged 65%; with a 95% absence resolution. Year 12 experienced the highest attendance with 68.21% attendance, Year 11 at 65.97% and Year 10 58.35% attendance.

MANAGEMENT OF NON-ATTENDANCE

BRCC's Attendance Policy provides information about how the College manages student attendance and non-attendance. The policy has been designed to help the Principal to accurately record and monitor the attendance of all students and implement appropriate strategies to restore attendance when necessary.

BRCC has responsibilities under the law to monitor student attendance, and to manage non-attendance and absenteeism.

The first task in managing non-attendance is to obtain a reason for every absence and record this accurately. This is important for two reasons. It means that the Principal can then be sure that parents know about the absence. It also helps the school track what they have done to support each student. Absences are recorded in SEQTA along with records of reasons for an absence or attempts made to contact the parent/carer to find out why the student is not attending.

PROCESSES FOR MANAGING ABSENTEEISM

Explained Absences:
When a student is absent, Parent/Carers are required to inform BRCC before class commences and to provide the reason for the absence and the expected return date. This may be done verbally or in writing to the Advisory Teacher or Education Assistant. Responses received from the Parent/Carer are entered into SEQTA on the day they are received. These are called explained absences.

Unexplained Absences
BRCC staff are required to follow up unexplained absences as quickly as possible and in accordance with BRCC policy and procedures.
The following steps are taken if a student does not turn up to College or, goes missing without explanation during the school day, either from BRCC or a school related activity:
1. Student attendance is to be recorded three times a day by the Advisory Teacher. Student attendance is required to be marked in SEQTA at the beginning of Sessions One, Two and Three.
2. If a student is not present (and/or cannot be found on the College site) at the start of the school day or session and no explanation has been provided for the student's absence, the College is to contact the Parent/Carer as a matter of urgency.
3. Contact is required to be initiated within 30 minutes of the absence being noted or as short a time as possible. A message is to be sent to the Parent /Carer by the Advisory Teacher through SEQTA. This can be done directly from the screen where attendance is marked.
4. The message needs to be a request for the Parent/Carer to contact the College by a certain time (e.g. 30 minutes or as short a time as considered possible, after the send time).
5. If there is no response to the message, the next step will involve phoning the Parent/Carer, using home, mobile, and work numbers to make contact. The attempt and outcome will be recorded in SEQTA.
6. If this is unsuccessful, the College will then contact any nominated 'Emergency Contact'. The attempt and outcome will be recorded in SEQTA.
7. If BRCC is still unable to establish the whereabouts of the student, other options may include checking in with their siblings/relatives and friends at the College about the student's possible whereabouts before checking in with other agencies (e.g. DCPFS) if other agencies are involved with the student. Information about any action taken will be recorded in SEQTA.
8. If the above steps do not locate the student and their whereabouts are of concern, a home visit by two BRCC staff members may be made and if unsuccessful, followed by contacting the WA Police. Information about any action taken will be recorded in SEQTA.
9. Where a student appears to have 'gone missing' during the school day, the same process, as described above, will apply. Additional earlier measures will include a search of the school premises/ground. Information about any action taken must be recorded in SEQTA, and an incident report should be recorded.

STUDENT RESULTS

Of the 20 Year 12s who graduated in 2021, 12 had been with BRCC since the start of Year 10. The progress these students made over the three years is significant. Five Year 12 students delivered moving speeches about their time at BRCC.

All twenty students have an extensive post-school plan. These plans include TAFE, university, employment, traineeships, and apprenticeships. A small number of these students will remain enrolled at BRCC in 2022 so that we can assist with their transition into the next phase of life.

OLNA

	NUMERACY			READING			WRITING		
	%who have demonstrated standard			%who have demonstrated standard			%who have demonstrated standard		
	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12
Achieve-ment	17	16	3	23	7	7	22	11	4
% of Success	33.3%	47.05%	16.66%	50%	30.41%	43.75%	45.83%	42.30%	26.66%
Success Rate	36/51	70.58%		37/46	80.43%		37/48	77.08%	
% Not Yet Achieved	15/51	29.41%		9/46	19.56%		11/48	22.91%	

CONSIDERATIONS

The table shows the results achieved in OLNA Tests by Year 12 students, over the past three years of their school-career. It allows us to follow the improvement in Numeracy, Reading and Writing for BRCC students, since they started at BRCC in Year 10. It also shows us where we have been most successful in supporting students and identifies the in the areas where additional academic support is required.

BUSSELTON CAMPUS

Three students represent a great example of the support we provide at this school and how this support can lead to success:
Thanks to the support received, Student J went from scoring Level 1 in the OLNA Numeracy test in September 2020, to Level 2 in March 2021 and finally achieving his goal of passing the test in September 2021. Within a year Student J displayed an impressive improvement in their OLNA testing, not only in Numeracy but in the Reading test as well: with six months of academic support Student J moved from Level 2 to Level 3 and success.

Student S accomplishments follow a similar path: he started at Level 1 in the Writing test, which he repeated twice without showing improvements, in March 2020 and 2021. From there, within six months of support, he first achieved Level 2 score, until, in the latest round in March 2022, Student S's efforts were rewarded with success by attaining Level3.

Student P's case shows a constant improvement in all three areas, Numeracy, Reading and Writing. P worked hard and was constantly supported, going from Level 2 in all tests to a complete success by mid-way through her Year 12.

BUNBURY CAMPUS

Once again, we can pick three students as example of how successful the support we provide our students with:
Student S improved and reached success in all the three areas of concern. S went from Level 2 in Year 10, in both Numeracy and Writing, to accomplish success in both areas by March 2021, in his Year 11. In Reading, his improvement was even more pronounced, as he went from scoring Level 1 in March 2020 to achieve Level 3 and success within six months, during Round 2 in 2020.

Student J struggles and improvements in Numeracy and Reading, can be followed through his results over the past three years. In Numeracy, J scored a Level 2 for three times before he started to participate in Academic Support. Within six months, from March 2021 to September 2021, J achieved his goal of passing the numeracy test. This year, with only two months of support, J was able to achieve success in the Reading test as well, finally completing all the OLNA tests.
Student A's example is emblematic of how a constant academic support is beneficial and essential for our students' success. In Writing, A started with a Level 1 in Year 10, to progressively improve in his Year 11 (scoring a Level 2) and finally reaching success in September 2021 by passing the writing test. A similar improvement is recorded in the Reading test.

OTHER CONSIDERATIONS

Year 10 and Year 11 are the two years in which most successes and improvements are achieved. These are the two Years in which we should concentrate most of our effort and provide a constant, personalised, academic support.
By the time students reach Year 12, their priorities have changed, their goal has moved to complete graduation, very often they are not interested anymore in passing the test, often having found other paths for their careers, or, equally often, the gaps accumulated over the years have become quite substantial and the student is reluctant to give it a try or participate in more academic support.

"I came to BRCC because I wasn't liking mainstream school I was always getting in trouble and not listening . I heard about this school from my cousin because he used to go here and my girlfriend also went here and they both told me it was really good. This school has helped me get myself some work experience, I think the school going to help me get a job and/or part time course next year. BRCC is so much different to mainstream school because the people here actually talk to u like a human being not just a child and don't belittle you."

VOCATIONAL EDUCATION & TRAINING STUDIES

The BRCC model has a strong focus on vocational education and training. During the year there were 72 VET commencements across all student cohorts.

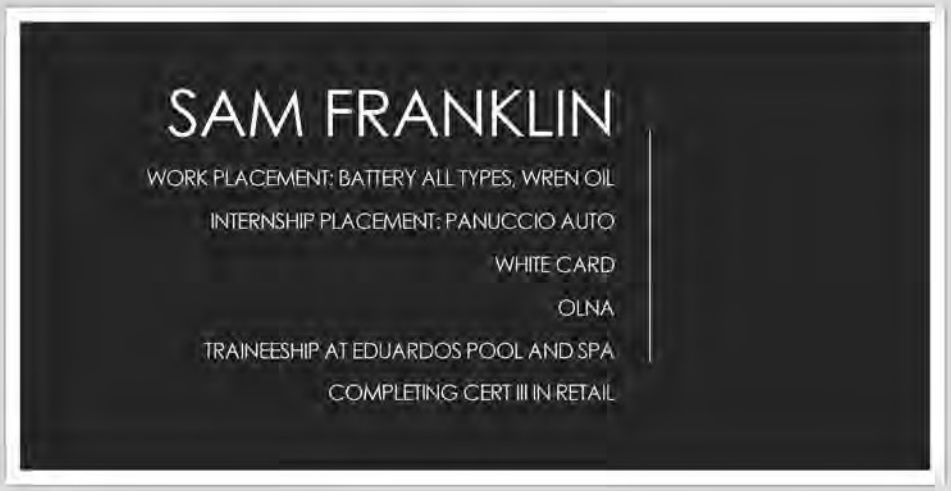
There were 22 full certificate completions and 11 statements of attainment issued in the qualifications listed below:

Full Certificates:
- Certificate III in Community Services (4)
- Certificate II in Automotive Servicing (2)
- Certificate II in Automotive Electrical Technology (1)
- Certificate III in Aviation (1)
- Certificate III in Business (1)
- Certificate II in Engineering (2)
- Certificate III in Health Services Assistance (3)
- Certificate IV in Nursing (2)
- Certificate III in Civil Construction (2)
- Certificate II in Leadership (3)
- Certificate I in CGEA (1)
- Certificate II in CGEA (1)

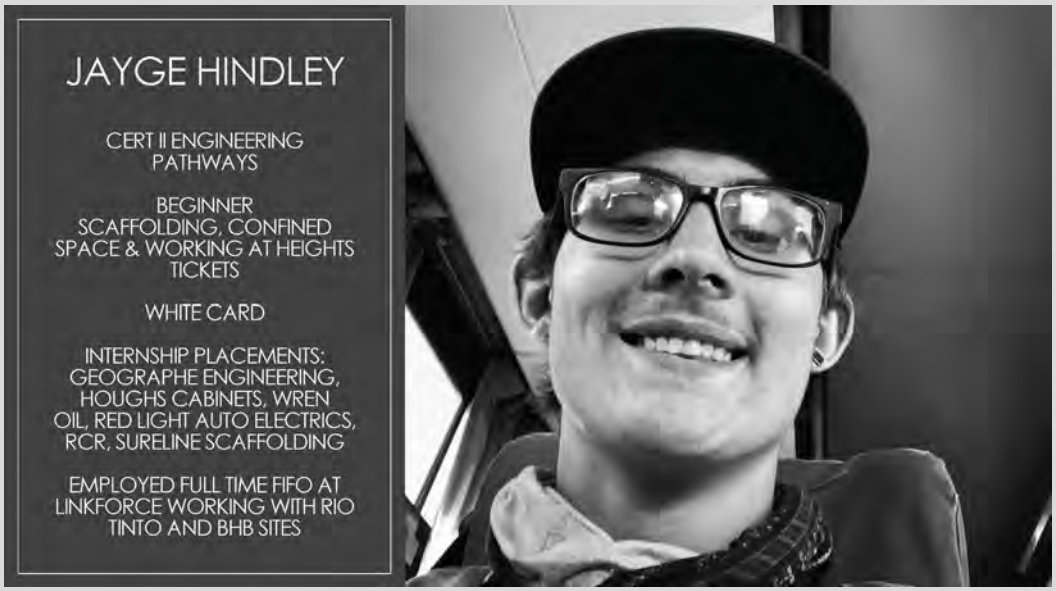
Statements of Attainment:
- Certificate II in Medical Service First Response (2)
- Certificate II in Hospitality (1)
- Certificate II in Building and Construction (1)
- Certificate II in Retail Cosmetics (1)
- Certificate II in Automotive Electrical Technology (1)
- Certificate III in Hospitality (1)
- Certificate II in Leadership (1)
- Certificate II in Community Services (Child Care Focus) (1)
- Certificate III in Health Services Assistance (1)
- Certificate II in Commercial Cookery (1)

"I struggle with focusing, which was very hard in mainstream school. It still is hard but BRCC and Big Picture give me an environment which is easier to work in so I can focus better than usual. Everybody in our class understands no matter where I have come from, I appreciate that everyone has struggles, I feel less alone. I like interest projects because I get to focus on what I actually like and learn at the same time. In mainstream I hated going to different classes every day and learning different things every hour, my brain couldn't process it. In Big Picture I can learn about what I want when I want."

2021 BRCC STUDENT LEAVERS



Stevie Thompson
RSA CERTIFICATE
FIRST-AID CERTIFICATE
Cert II MEDICAL FIRST-AID RESPONSE
CERT III HEALTH SERVICES ASSISTANT
EMPLOYED AT CARE SUPPORT SERVICES AS A DISABILITY CARER
ENROLLED IN CERT IV NURSING PREP FOR 2022


JAYGE HINDLEY
CERT II ENGINEERING PATHWAYS
BEGINNER SCAFFOLDING, CONFINED SPACE & WORKING AT HEIGHTS TICKETS
WHITE CARD
INTERNSHIP PLACEMENTS: GEOGRAPHE ENGINEERING, HOUGHS CABINETS, WREN OIL, RED LIGHT AUTO ELECTRICS, RCR, SURELINE SCAFFOLDING
EMPLOYED FULL TIME FIFO AT LINKFORCE WORKING WITH RIO TINTO AND BHB SITES

ANGEL MITCHELL
STARTED A PROFITABLE ONLINE BUSINESS SELLING UPCYCLED CLOTHING
EXPERIENCE IN BEAUTY THERAPY AND NAIL TECH
ENROLLING INTO NAIL TECH COURSE FOR 2022

JACK BROWN

CERT II HOSPITALITY

CERT III BUSINESS

BIG PICTURE PORTFOLIO

INTERNSHIP PLACEMENT FORREST PERSONNEL

ENROLLING IN CERT IV BUSINESS FOR 2022

SUMMER DEFRENNE

BIG PICTURE PORTFOLIO

HIGH ACHIEVEMENT IN YEAR 12 GRADUATE EXHIBITION

APPLYING FOR UNI PREP COURSE AFTER GAP YEAR IN 2022

SUZETTE HILL

TRAINEESHIP WITH SEARS CAFÉ & BUNBURY INDOOR BEACH VOLLEYBALL

INTERNSHIP PLACEMENT: ATHLETICS AUSTRALIA

BIG PICTURE PORTFOLIO

85% ATTENDANCE

ENROLLED INTO CERT III CHILDCARE FOR 2022

SKYE WRIGHT

COMPLETED UNITS IN CERT III EARLY CHILDHOOD EDUCATION

INTERNSHIP AT GARFIELD'S LEARNAVERSITY CENTRE

BIG PICTURE PORTFOLIO

96% ATTENDANCE

OCEANNA DEFRENNE

COMPLETED UNITS IN CERT IV HEALTH SCIENCE

COMPLETED LEARNING SKILLS UNIT FOR UNI PREP

BIG PICTURE PORTFOLIO

OLNA

DANA SMITH

COMPLETED UNITS IN CERT II HOSPITALITY

RSA LICENSE

OLNA

BIG PICTURE PORTFOLIO

86% ATTENDANCE

CURRENTLY EMPLOYED

ENROLLED IN CERT III EARLY CHILDHOOD EDUCATION AND CHILDCARE FOR 2022

BRANDON HARRIS-JEFFERY

CERT II ENGINEERING PATHWAYS

OLNA

BIG PICTURE PORTFOLIO

TRAINEESHIP WITH FULTON HOGAN IN CIVIL CONSTRUCTION

90% ATTENDANCE

FULL TIME EMPLOYMENT GUARANTEED AT FULTON HOGAN AFTER GRADUATION

ARCHIE HOUGH

CERT III COMMUNITY SERVICES

ECU UNI PREP

BIG PICTURE PORTFOLIO

INTERNSHIP PLACEMENTS: COLLEGE ROW

92% ATTENDANCE

ENROLLED IN CERT VI MENTAL HEALTH 2022

APPLYING TO UNIVERSITY THROUGH PORTFOLIO ENTRY FOR 2023

MICAH THOMAS

CERT II HOSPITALITY

CERT III AVIATION

CERT II AUTO ELECTRICAL

BIG PICTURE PORTFOLIO

WHITE CARD

INTERNSHIP PLACEMENT: BUNBURY MITSUBISHI, AGRISPARK

RECENTLY EMPLOYED AS APPRENTICE WITH BUNBURY SUBARU

IMOGEN MARTELLO-HARMON

CERT III CIVIL CONSTRUCTION PLANT OPERATIONS

BIG PICTURE PORTFOLIO

INTERNSHIP PLACEMENT: DOLPHIN DISCOVERY ATHLETICS AUSTRALIA AT BUNBURY PRIMARY SCHOOL

EVENT CO-ORDINATOR FOR YEAR 12 GRADUATION

OLNA

83% ATTENDANCE

HANNAH-LEE PEARSE

ECU UNI PREP

CERT III EARLY CHILDHOOD EDUCATION AND CARE

CERT III HEALTH SERVICE ASSISTANT

CERT IV HEALTH NURSING PREP

BIG PICTURE PORTFOLIO

90% ATTENDANCE

ACCEPTED INTO BACHELOR OF SCIENCE (MEDICAL, MOLECULAR AND FORENSIC SCIENCE AT MURDOCH UNIVERSITY

ANA ESPINUEVA

ECU UNI PREP

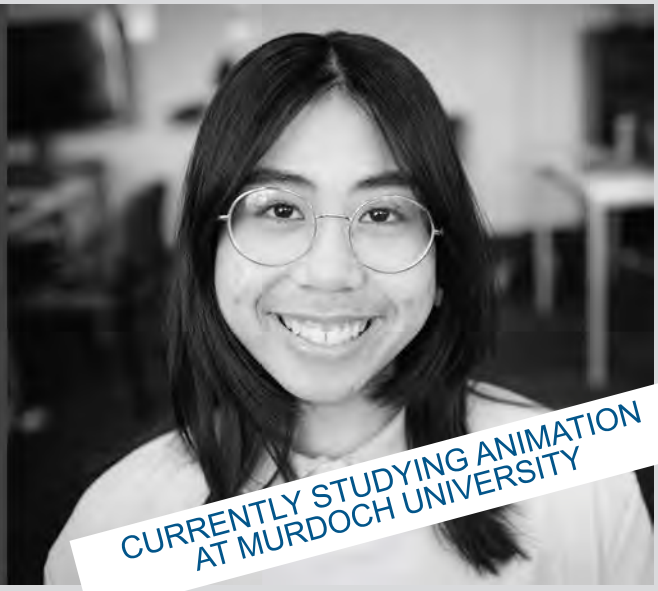
BIG PICTURE PORTFOLIO

OLNA

INTERNSHIP- SENTIENT ,PERTH

90% ATTENDANCE

APPLYING TO UNIVERSITY THROUGH PORTFOLIO ENTRY



CURRENTLY STUDYING ANIMATION AT MURDOCH UNIVERSITY

INDY DUFFY

BIG PICTURE UNIVERSITY PORTFOLIO

OLNA

INTERNSHIP PLACEMENT: SENTIENT, PERTH

CURRENTLY APPLYING TO MURDOCH UNIVERSITY TO STUDY GAMES ART DESIGN THROUGH PORTFOLIO ENTRY

CURRENTLY STUDYING ANIMATION AT MURDOCH UNIVERSITY

JACK COPPARD

CERT II ENGINEERING PATHWAYS

INTERNSHIP PLACEMENT: ML FABRICATION, TREK FABRICATION, RUDEX AUSTRALIA

WORKSAFE HEAVY MECHANICAL AND ENGINEERING

BIG PICTURE PORTFOLIO

90% ATTENDANCE