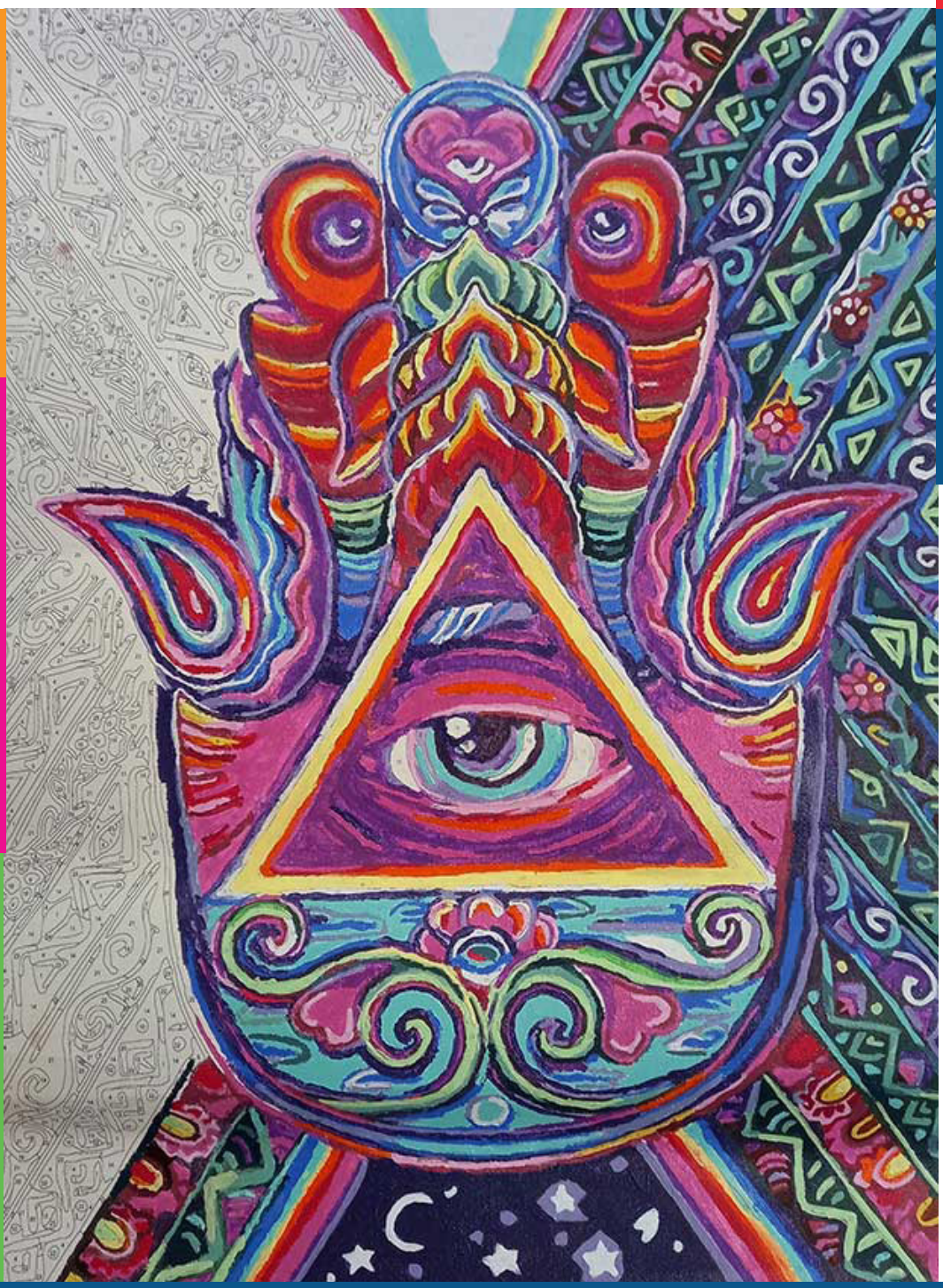
BUNBURY REGIONAL
COMMUNITY COLLEGE

ANNUAL REPORT 2022



BUNBURY REGIONAL COMMUNITY COLLEGE
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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

BRCC ANNUAL REPORT 2022

Chair's Report

Welcome to the 2022 annual report for Bunbury Regional Community College, an innovative educational institution located in the South West of Western Australia. As we reflect on the past year, we are proud of the progress we have made in providing an alternative approach to education that meets the unique needs of our students.

At Bunbury Regional Community College, we strive to create an inclusive and supportive learning environment that empowers our students to pursue their passions and interests, while developing the skills and knowledge they need to succeed in the future. Our commitment to personalised learning and a student-centered approach has enabled us to build a strong community of learners who are engaged, motivated, and eager to learn.

In this annual report, we will provide an overview of our achievements over the past year, including our academic performance, highlights of the year, student activities, and information about our students and our dedicated team. We will also highlight some of the challenges we have faced and the strategies we have employed to address them.

As we look to the future, we remain committed to our mission of re-engaging students in their learning, supporting them to develop their skills to become positive, productive, members of society and in so doing that preparing them for success in a rapidly changing world. We are excited about the opportunities and possibilities that lie ahead, and we look forward to continuing to work with our students, families, and community partners to achieve our goals.

Richard Cardwell
Bunbury Regional Community College Chair

VALUES AND PRINCIPLES

Belonging

Generosity

Mastery

Independence

OUR STRATEGIC PRIORITIES

In 2022 BRCC reviewed its Strategic Plan and developed the following strategic priorities and objectives to steer it through to 2025.

1 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.

Objectives:

- Every student has an Individual Education Plan (IEP) with goals and strategies in place to help them learn and grow
- Embed and evolve BRCC's unique learning model which includes Big Picture and VET certifications

2 To attract and retain excellent staff

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

Objectives:

- Staff understand the mission of the college, live its values and comply with the code of conduct.
- Effective and appropriate professional development which includes progressive and new ways of educating students
- Staff collaborate and work as one team to meet the diverse needs of our students

3 To be sustainable

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

Objectives:

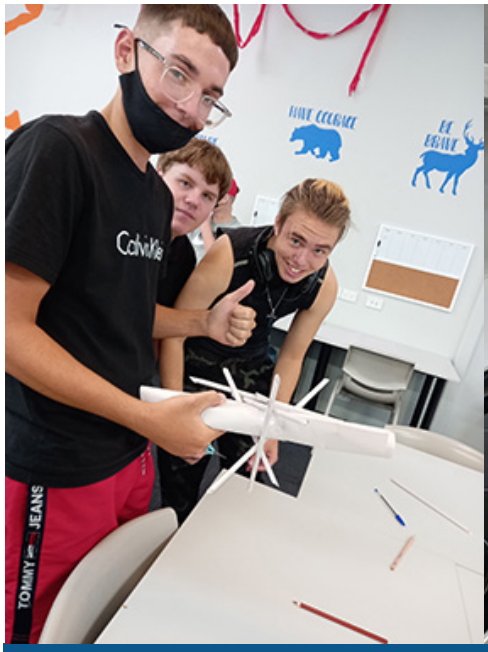
- New systems to meet growth and manage new and growing campuses
- Prudent management of resources through strong financial management and budgeting process
- Continuous improvement of environmentally sustainable practises and encouraging students to do the same
- To develop a longitudinal evaluation of the college which tests and tracks teaching methodology, student progress and student outcomes

4 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.

Objectives:

- Maintain and develop positive community networks and links eg; Participation, TAFE, Bunbury Regional Trade Training Centre, Universities (ECU)
- Develop industry networks, private and public sector
- Further strengthen Jobs South West and BRCC connection



5 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.

Objectives:

- Fit out and move into new premises in Bunbury and Busselton that provides increased capacity for future demand
- Ensure the new premises and physical spaces support the College's model and the needs of students
- Review of the Withers site and the feasibility of a 'hands-on' campus
- Consider name change of Bunbury Regional Community College to be more indicative of services throughout the South West evaluation of the college which tests and tracks teaching methodology, student progress and student outcomes

6 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.

Objectives:

- Implement and monitor delivery of the Strategic Plan
- Review and update Risk Management Policy and Framework
- Ensure compliance with Registration Standards are reviewed and maintained
- Maintain compliance with all laws and regulations

HIGHLIGHTS FROM 2022

- Opened a new campus in Busselton
- Welcomed 19 new staff throughout the year
- Enrolled over 80 new students
- Improved attendance and retention rates
- Continued to improve and embed a positive and safe learning environment at both campuses
- Implemented a new leadership/line management structure
- Set-up PASSTAB in Bunbury and Busselton for Staff, visitors, and contractors
- Developed Covid-19 protocols
- Developed an online learning strategy for Covid shutdowns
- Opened the Outreach & Transitions Advisory
- Improved VET completion rates
- Conducted the OLNA in term 1 and term 3
- Implemented BKSB with diagnostic assessment for every student
- Developed a new Individual Education Plan (IEP) and new Learning Plan (LP) template
- Introduced the International Big Picture Learning Credential
- Received the ROSLA Grant to purchase multimedia technologies
- Developed documentation and compiled evidence for registration renewal
- Facilitated design consultation process with staff for the new Bunbury campus and the redevelopment of the Busselton campus
- Conducted an internal Work Health & Safety (WHS) audit for both campus
- Introduced new EAP for all staff
- Applied for and received an AISWA Capital Grant of $750, 000 for the Busselton Campus redevelopment
- Became the caretakers of the new skate park, Koolambidi Woola, through "Adopt a Spot"
- Coordinated an external WHS audit of both campuses
- Engaged over 70 students in workplace learning experiences
- Conducted performance reviews for all staff
- Completed final year 12 student exhibitions
- Implemented additional safety plans for students at risk of self-harm
- Partnered with Boondaru Foundation to provide student access to music tuition and equipment
- Planned and hosted graduation ceremonies in Bunbury and Busselton

CONTEXTUALISATION

"BRCC offers an alternative to the square box of a mainstream classroom" Brett Piggott BRCC Principal.

Bunbury Regional Community College is an independent, curriculum and re-engagement (CaRE) school that caters specifically for young people in years 10-12, who have disengaged or are at risk of disengaging from mainstream education. The College offers a full-time alternative education program under the School Education Act 1999. The College is the first CARE school in the South West to offer an accredited curriculum to young people in Years 10-12.

The College aims to provide an inclusive and supportive learning community that offers an alternative approach to education and training for young people who are at risk of missing out on opportunities due to their home life, health or other issues. At BRCC young people are given the opportunity to progress along a pathway of personal development leading to employment or further study and fulfilling lives.

BRCC has currently has two campuses, one in Bunbury and another in Busselton. Each campus has its own distinct culture that reflects those campuses local communities, students and staff.

Bunbury Campus is made up of seven advisories, two for each year group from 10-12 with the seventh having the possibility to be a vertical advisory. Bunbury Campus had its first Graduating class in 2020 and with each year has established a clearer understanding and set of expectations for graduates along with shaping the ceremony to reflect the personalised nature of the Big Picture design; this has been a valuable journey which has informed practices at the Busselton Campus.

The Busselton Campus is made up of three advisories; one in each year group from 10-12; 2022 saw their first group of year 12's graduate. The ceremony was a rich example of personalisation and of each young person being known well and followed through by the same advisor. The ceremony also celebrated the history of the campus. Families and staff including foundation principal and members of the board were present.

There is a focus on Leaving to Learn across the school, where staff spend time weekly giving close consideration to the opportunities for learning to occur beyond the classroom and the school building. There is a Leaving to Learn Coordinator across the school and in the future, there is thought being given to having one LTL Coordinator at each campus.

During their time at the College, students develop their personal and inter-personal skills along with their skills in literacy, numeracy and work readiness. They may complete certificates and short courses depending on their interests and needs and they will develop a portfolio that demonstrates their learning. Most importantly they will develop

clear goals for their future beyond school and a well thought out plan about how to get there.

- A highly supportive and self-paced learning environment is provided which offers emotional/mental health support through the employment of youth workers, social workers 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.

"We offer our students trust and respect and they repay us with trust and respect".

CHARACTERISTICS OF OUR STUDENTS

The target group for the College is secondary school 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 have low levels of literacy and numeracy and experience social issues that are a barrier to learning.

Common experiences and challenges presenting in our students include:

- mental health issues
- transient lifestyle
- bullying
- gender dysphoria
- undiagnosed and untreated learning difficulties, disability or illnesses
- having caring responsibilities for parents or siblings with mental or physical illness.

Brett Piggott, BRCC's Principal says; "Our students are diverse, unique, creative, talented, intelligent and entrepreneurial".

ANOTHER DAY, ANOTHER PUZZLE

A BRCC Advisory Teacher Reflects

"Every day at BRCC we are confronted with a new challenge or puzzle that we have never seen before. We are constantly being asked questions for which we do not yet have answers. Questions that need to be thought through, and talked through, and contemplated, and yet, we don't have that luxury. I wonder how many puzzles we each solve on any given day. From figuring out who needs to be picked up in the morning, to finding everyone a laptop charger, and negotiating the terms of an agreement just to get someone to sit down and do some work.

The challenges that we are faced with throughout the day are complex and multi-faceted, with varying degrees of consequence. These problems are not presented in a linear fashion, where you get to complete one task before moving on to the next. They overlap each other, coming from all directions, and at any time, laden with emotion and teenage angst."

The speech below was delivered at our Busselton Graduation Ceremony by one of our year 12 students. We are so lucky to have such amazing young people as this engage with our college.

"Hi everyone, my name is Caspian. Most of my classmates know me as the animal lover. I can often be seen trying to wrangle a lizard on our excursions. I wanted to talk today because I wanted to show my appreciation for the students that I've shared my time with.

In my previous schools I've had the tendency to feel like I'm on the outside looking in, and I didn't have any loyal friends. When I moved to BRCC, I was in a shell, and I was nervous to try and make friends because of my past experiences. Almost instantly, I connected with people in this advisory. I think this is because of the different environment that BRCC has. The classes are small, and because it's not

as intimidating and there aren't as many eyes watching you, you can show people your real self. This makes it much easier to connect with people, because you know that they are being genuine, and you can trust them.

I used to dread school and beg my parents to let me stay home. My resilience for tolerating changes or bullying was so low that often I would grab my bag and leave. Now, it's totally the opposite, I frequently beg Mum to take me to school on Fridays. The relationships that I've got now in the advisory have meant that I can come to school every day feeling excited and motivated. I've learnt to accept myself and not to be ruled by shame. I know it sounds kind of soppy, but I've learnt to love who I am, and I think that's also because my mates here have shown me so much acceptance. We all are very different people but because we all have felt unaccepted and rejected by the mainstream, it's meant that we could connect pretty quickly. It's made the terrible times seem worth it.

There's been a few times that I'll really remember, like hanging out with Jaymon and Kyle after school and going to the circus, or the weekly excursions, or just having a good laugh and the banter that never got too personal. The times that we did occasionally get tense actually ended up showing how strong our friendships are how resilient we are becoming as individuals.

In conclusion, I really want to thank the people in my class for letting me be myself, and for helping me become a version of me that I'm proud of".

"We focus on a student's strengths, interests and passions"

WORKFORCE COMPOSITION

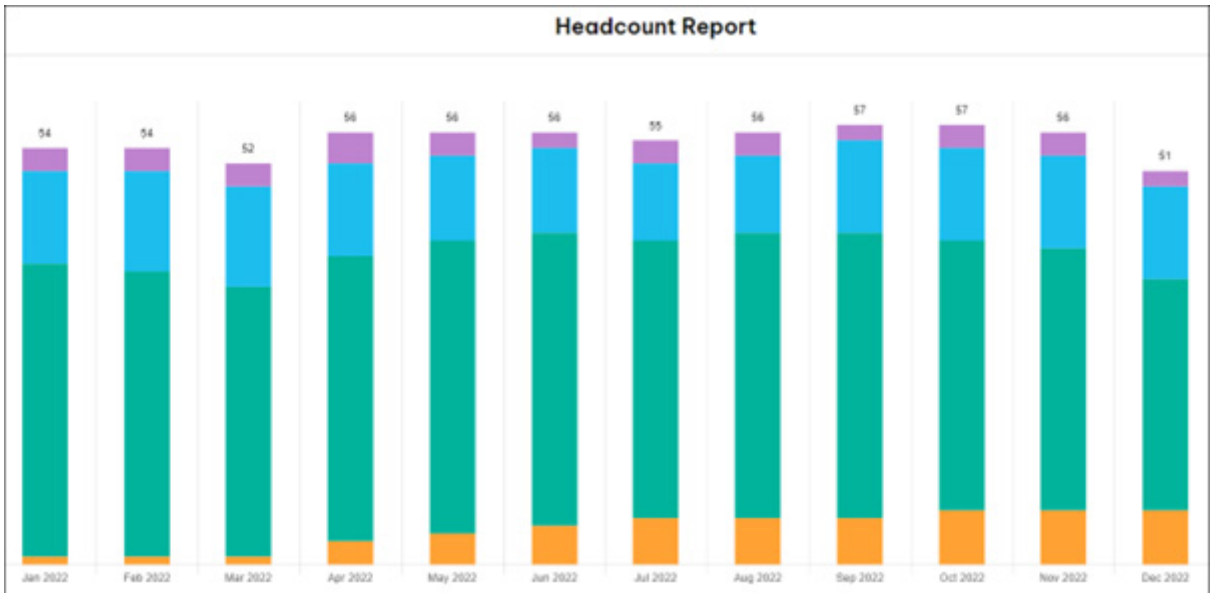
During the 2022 year staff numbers grew in line with the increase in students, venues and the diversity of programs offered. Teaching staff migrated onto new contracts and received salary reviews in line with Department of Education guidelines and salary enhancements. All teachers are registered with the Teachers Registration Board of Western Australia. There has been a slight increase to staff in the administration and leaderships teams which is reflective of the complexities in the compliance, registration, operations and work health and safety environments.

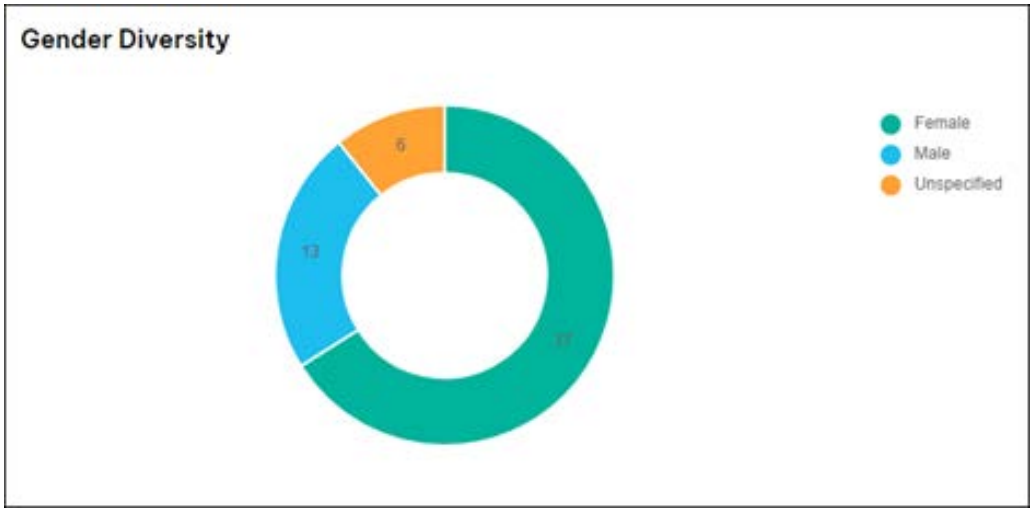
- There was also an associated rise in administration and management staff to support operations and programs. The College's strategy in selecting education assistants remains to seek out people who have defined life skills, competencies and experience that correspond with student passions and learning objectives and complement teaching staffs' skills and experience. During the 2022 year up to 57 staff were employed by the College at any one time.

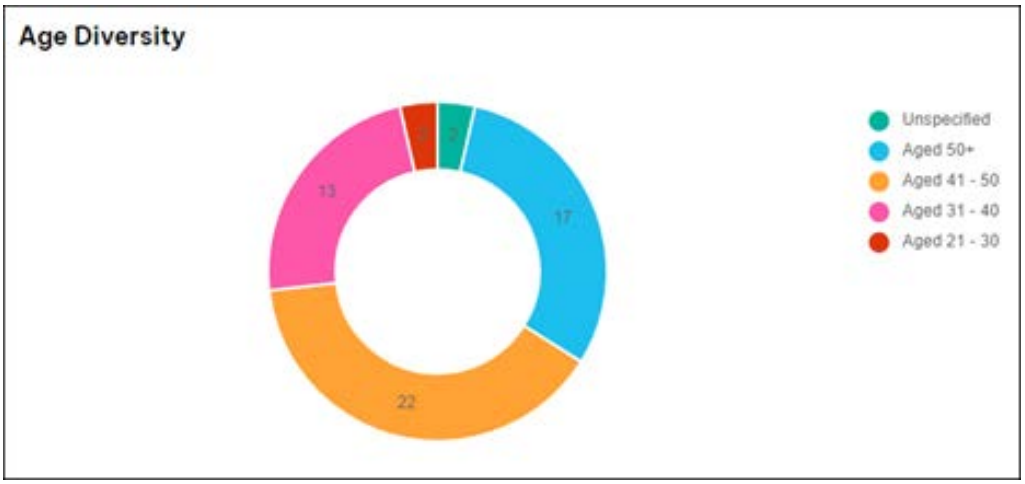
Below are some workforce statistics and a listing of staff and their qualifications.

"At BRCC I am surrounded by staff, teachers, education assistants, social workers, support staff and principal who are 100% on board with the big picture design. I am surrounded by staff who believe in what they are doing regardless of the difficulties and the day-to-day issues that arise. One thing is for certain here. We all believe in what we are doing and accomplishing and to have witnessed this since 2018 has been a truly rewarding experience and one that I am very proud of being a part of."

Year 12 student




Gender Diversity
6
13
17
Female
Male
Unspecified


Age Diversity
2
17
22
13
Unspecified
Aged 50+
Aged 41 - 50
Aged 31 - 40
Aged 21 - 30

Employment Status
6
16
34
Full-time
Part-time
Casual

THE TEAM

TEACHING TEAM

Name	Teaching Qualification	Other Qualifications
Barker, William	Bachelor of Education	Bachelor of English & Literature Part way through a Masters of Project Management
Brooking, Daniel	Graduate Diploma of Education (Secondary)	Specialisation in English and Instrumental music
Chaussat, Armelle	Graduate Diploma of Education (Primary)	
Cliff, Amber	Bachelor of Education K – 10	
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
Miller, Jonathon	Bachelor of Arts	Graduate Diploma of Education
Mildred, Shelley	Bachelor of Education	
Sommerville, Tania	Bachelor of Education	Graduate Certificate – Early Years Education

"Over the year I have learnt that working together as a multi-disciplinary team and having open communication and planning is a great tool to support students with their individual needs."

BRCC Teacher

CLASSROOM SUPPORT

Name	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 Enrolled in Bachelor of Education
Buckle, Kris	Certificate IV in Sound Production, Coll arts EDU Australia	Guitarist's Diploma (Platinum Award) London. Introduction to Ableton Live, Berklee College of Music, US
Heard, Annaliese		Certificate IV Youth Work Certificate IV Training and Assessment
Ireland, Megan	Diploma of Education Support	Diploma of Community Services
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
Douglas, McDowell		Certificate IV Mental Health Certificate IV Chaplaincy & Pastoral Care Certificate III Youth Work
Manuel, Alexandra	No Qualifications on Record	
Paget, Angela	No Qualifications on Record	
Smith, Natalie		Advanced Diploma of Nutritional Medicine Certificate III - IV in Personal Training

CLASSROOM SUPPORT

Name	Qualification	Other Qualifications
Spice, Tina	Certificate III - IV in Education Support	Certificate IV in Purchasing and Contract Management
Waterhouse, Tania		Cert III Education support Diploma in Counselling
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	Qualification	Other Qualifications
Cross, Fiona	Bachelor of Social Work	
Daniel, Tamara Social Work Manager	Bachelor of Social Work	Certificate IV in Training & Assessment
Della Bosca, Vanessa	Bachelor of Social Work	
Magill, Sally	Bachelor of Science (Nursing)	Certificate IV in Training & Assessment
Tamara Rassip		Certificate IV in Mental Health Certificate IV in Training & Assessment Certificate IV in Youth Work
O'Connor, Nannerl	Graduate Diploma in Education: Primary	Masters in Social Work Bachelor of Social Science
Harnett, Louise		Enrolled Bachelor of Social Work – 3rd year
Crook, Lorraine	Bachelor of Arts	Graduate Diploma Media Studies and Production
Wieler, Mathis	Bachelor of Social Work	Diploma in Social Work & Health

LEADERSHIP AND ADMINISTRATION TEAM

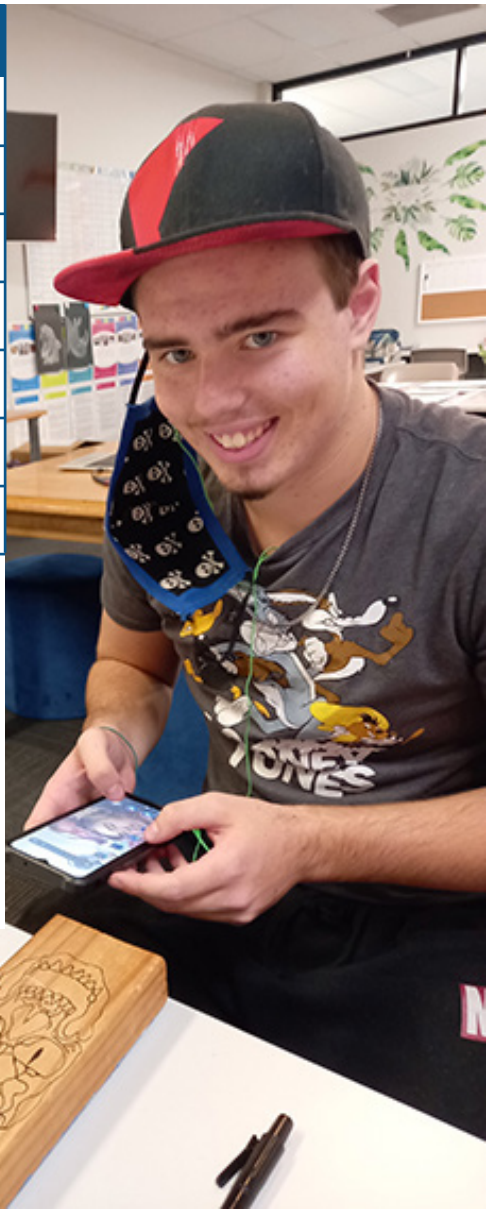
Name	Teaching Qualification	Other Qualifications
Barnes, Posy GAICD Director	Master of Business Administration	Bachelor of Science Economics Certificate IV Accounting Certificate IV Training & Assessment Certificate IV Strategic Marketing Management
Piggott, Brett Principal	Bachelor of Education Master of Educational Leadership	Graduate Certificate of Literacy Education
Sprigg, Travis Chief Operating Officer		Bachelor of Commerce (Majors Economics, Marketing, Electronic Commerce)
McAvoy, Cameron Campus Manager, Busselton	Bachelor of Science	Graduate Diploma of Education
McQueen, Inga Campus Manager, Bunbury	Bachelor of Education Diploma of Teaching (Inclusion/Primary)	Masters of Inclusive Education Masters of Educational Leadership (incomplete) 1st year Psychology
Hollenberg, Anita Business Manager	Chartered Accountant, ICAA	Certificate in Governance, Governance Institute of Australia (completing)
Satie, Trish People & Culture Advisor	No Qualifications on Record	Enrolled in Diploma of Human Resources
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
Frazer, Tym College Administrator		Small Business Management - Statement of Attainment
Wilson, Laine Business Officer		Certificate IV Business
Govender, Mogashnee Reception/Admin Officer	No Qualifications on Record	
McLaren, Corina Reception/Admin Officer	No Qualifications on Record	

GOVERNING COUNCIL

Name	Position
Richard Cardwell	Chair
Angela Roberts	Deputy Chair
Robyn Barrett	Treasurer/Secretary
Jon Cook	Member
Jennifer Cornish	Member
Ethan Chadd	Member
Brett Piggott	Non-voting Principal

"I have been constantly stretched here, in terms of using my skills in a flexible way to help the youth in our advisory to have better visions, more success or just feel safe in the advisory space."

Year 12 student

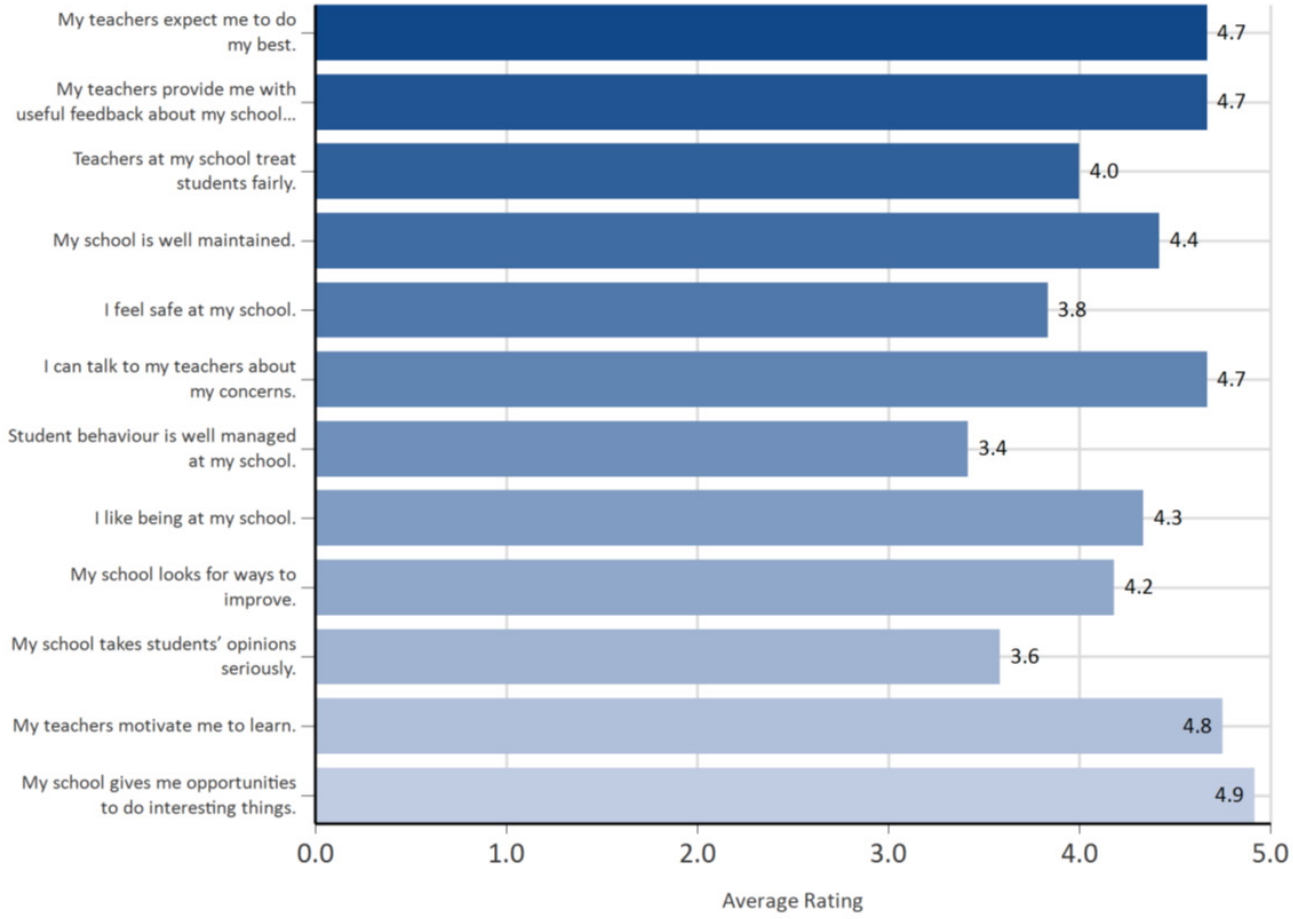


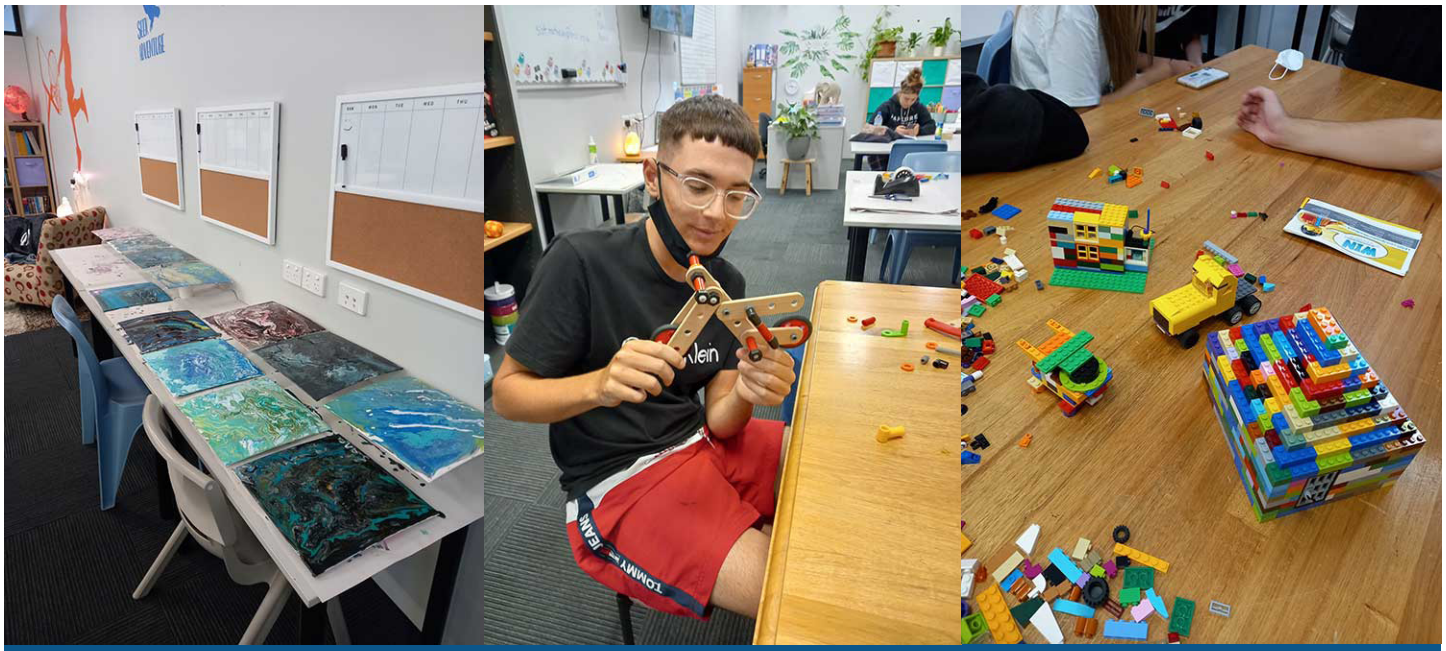
PEOPLE AND CULTURE SURVEY STAFF SATISFACTION

People and Culture surveys are conducted in Term 1 and Term 4 of each school year to get a sense of how people are feeling about working at the School. Following these survey actions are taken to further enhance BRCC people initiatives and value proposition. Pleasingly, on our key metric of "How likely is it that you would recommend BRCC as a place to work?" the score was above 80% in Term 1 (4.20 / 5) and Term 2 (4.06 / 5).

STUDENT FEEDBACK

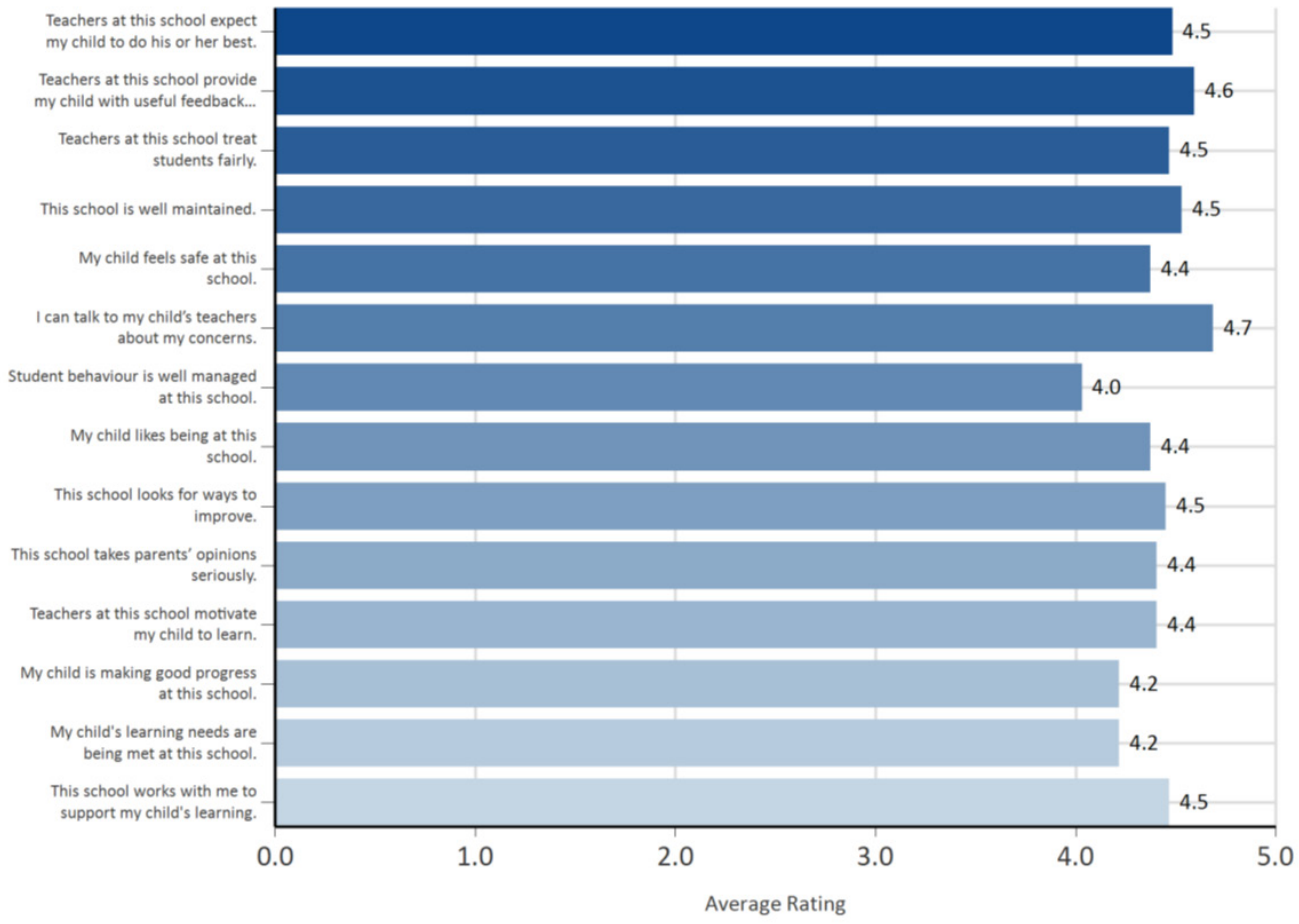
Student feedback was sought during the year via a student survey. The results of this survey were pleasing indicating that the program of study offered was meeting their needs. The results of this survey are as below.





PARENT AND CARER FEEDBACK

Parents and carers offered the following feedback when surveyed during the year:



STUDENT ATTENDANCE

Participation at school is an essential element to achieving social and academic learning outcomes. BRCC is committed to providing a supportive and engaging learning environment and curriculum with regular attendance being a cornerstone to achievement.

Non-attendance has several negative effects on students, not just academically but socially as well. Absenteeism increases social isolation, including alienation and lack of engagement with the school community and peers, which leads in turn to emotional and behavioural difficulties.

Under the School Education Act 1999 students are required by law to attend class on the days that the school is open for instruction, or otherwise participate in an educational programme of the school. During the year there was a review of the Attendance Policy.

The immediate goal for BRCC students is to have regular attendance while demonstrating an improvement over time. It is recognised that BRCC students are already at "educational risk" and most often come to BRCC with attendance levels that are well below expected levels. While this is due to a range of factors, BRCC will work with students and parent/carers to address barriers and factors impacting attendance. To maximise the benefits from education students should aim to be present between 90% and 100% of the time. Anything less which will likely have a negative impact on their learning and in turn their future after they have left school.

"We approach our students with unconditional positive regard" Brett Piggott BRCC Principal

During the year attendance averaged 64.5%; with a 95.5% absence resolution. Year 12 experienced the highest attendance with 69.93% attendance, Year 11 at 61.02% and Year 10 62.55% attendance.

> Let us remember: One book, one pen, one child and one teacher can change the world."
>
> Malala Yousafzai

MANAGEMENT OF NON-ATTENDANCE

Some students at the College are on a modified schedule to accommodate their individual needs. These modified schedules override the Attendance Policy and must be approved by the principal.

BRCC has a well defined process in regards to the management of low attendance and absence. For students whose attendance is 60% - 79% the advisory teacher and the education assistant will discuss attendance goals with the student and encourage the student to increase attendance while addressing any barriers to attendance. If attendance is below 60% in weeks 4 and 8 the campus manager will send out an Attendance Letter 1 to student/parents/carers and continue to identify strategies to increase attendance. If this does not result in an increase in attendance a subsequent letter will be sent. If attendance does not increase the campus manager may send a withdrawal letter to student/parents/carers. If consecutive absences occur in terms 2 and 3 the process will be implemented again.

The campus manager may send a Request for Assistance (RFA) to the Participation & Engagement team (Year 11 & 12). OR the student may be reported to the Regional Attendance Officer (Year 10)

The student may be withdrawn from BRCC for not meeting the minimum attendance requirement.

In the event of absence the BRCC absence procedure is implemented.

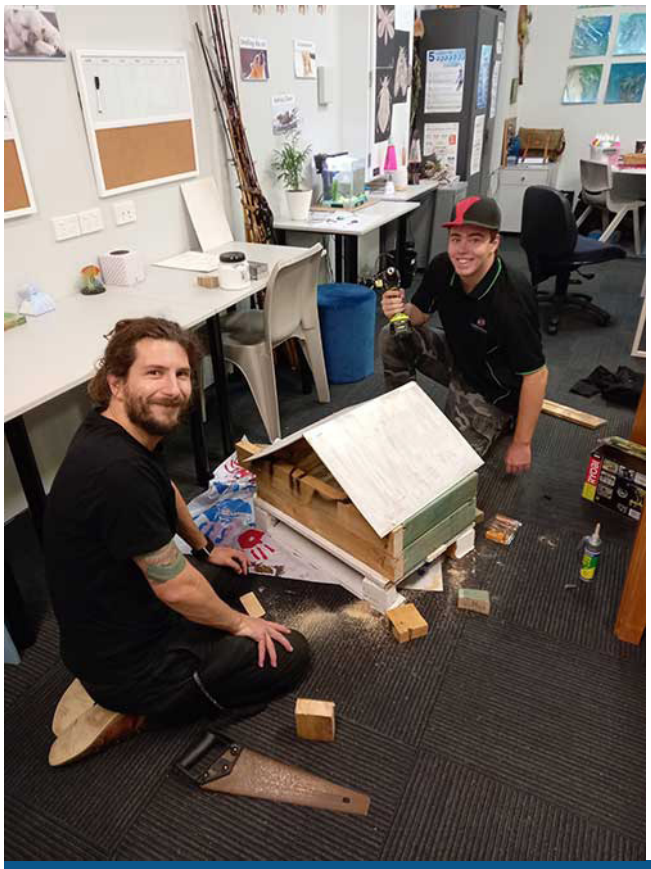
For a single day's absence the parents, carers, and students must inform the advisory teacher or education assistant via text, email or phone call. If no contact is received, the advisory teacher and education assistant must ascertain the reason for the absence upon the student's return the following day.

If a student has been absent for 2-5 consecutive days without making contact, the Advisory Teacher or Education Assistant will attempt to contact the student, parent/guardian via text message or phone call, and/or contact any agencies with which the student is registered or engaged.

For extended absences of 6-10 consecutive days, the Advisory Teacher or Education Assistant will continue to make attempts to contact the student/parent/carer. If all attempts to make contact have failed after 10 consecutive days of non-attendance, or if a reasonable explanation has not been given, the parent/carer will be notified of the absences in writing by the campus manager and a reasonable explanation will be requested from the parent/carer. The campus manager will determine if an absence is reasonable.

After 15 days unexplained absence and all attempts to make contact have failed, and the college has not received advice that the student has enrolled at another school, the campus manager will send a withdrawal letter to the student/parent/carer. The campus manager will send a Request for Assistance (RFA) to the Participation & Engagement team (Year 11 & 12) OR the Student will be reported to the Regional Attendance Officer (Year 10)

If the student wishes to return to the college after the withdrawal letter has been sent, the standard enrolment process will apply.



"Individual relationships built with students and staff has also bought me joy. We are a fabulous team with enormous depth and range of knowledge, life experience, culture, nationalities, skills, passion, humour and most of all people making a choice to stand in this space and be there for our students in whichever way they need at that moment."

BRCC Teacher

STUDENT RESULTS

> ***"We work alongside our students, rather than doing things to them"***
>
> ***Brett Piggott BRCC Principal***

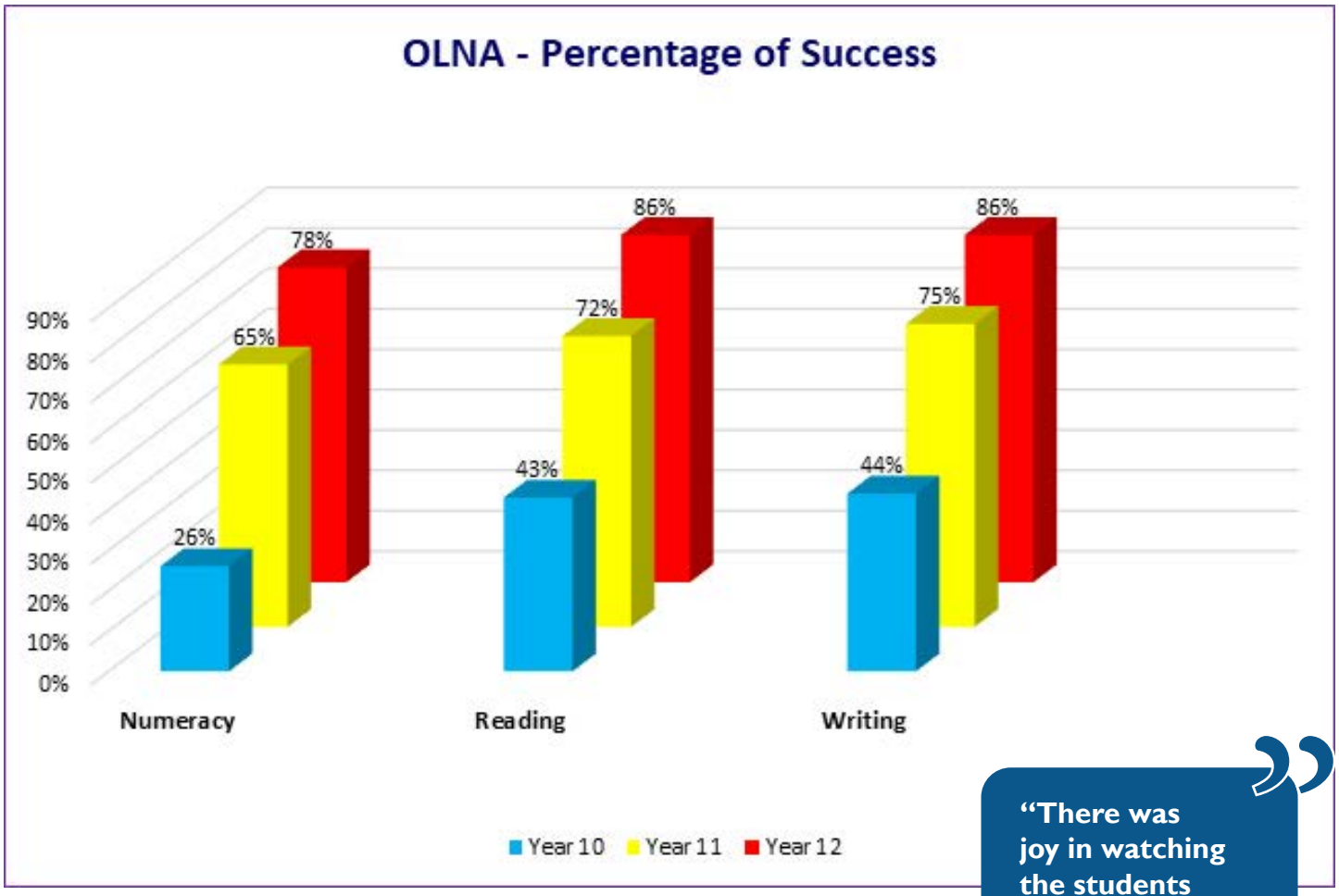
Here at BRCC we like to measure student successes and results in more than just academic terms. Therefore, in this report we would like to share some student highlights from the year before we summarise the practical successes:

- The year 10's at the Bunbury Campus embraced the Happy When Fit Program during Term 3. Happy When Fit is a 3-session community health program designed to educate, inspire, and empower people with the tools to be the healthiest and happiest version of themselves across the 3 pillars of health.
- The Year 10s spent time at the local skate park as part of the 'Adopt a Spot' initiative to clean up rubbish in a particular area each week. This was a positive experience and an opportunity for them to do something for the community and come together as a year group.
- The Year 11's at the Bunbury Campus
    - Achieved high attendance in Certificate II Community Services studies
    - Achieved their First Aid Certificate
    - Celebrated Halloween by decorating their hub, dressing up and sharing a delicious Halloween style morning tea
- Across all Advisories and year levels multiple excursions and incursions took place giving students the opportunity to experience new environments, learn new skills, participate in teamwork and create new networks. Some of these included:
- Incursion from WA Country Health Services (WACHS) about staying safe during festive season (safe sex/Alcohol or Drug use).
- Bowling

- Visits to multiple attractions, workplaces and local businesses such as the Margaret River Chocolate Factory, Harvey Cheese and the Harvey Dam.
- Attendance at the SW Queer Hub Networking forum.
- Continued attending the Headspace consortium.
- From the Outreach and Transition class at the Bunbury Campus, one student found his dream career and joined the Moscow Circus,
- One student successfully established himself as a sole trader in a bricklaying business.
- Year 12 student went from minimal attendance, to attending every day and working towards graduating with the daily support of the hub social worker.
- Year 10 student was sitting at less than 20% attendance in terms 1 and 2, and by term 3 this had increased to 70% attendance. The improvement was due to strong BRCC staff – student relationships, transport provided by BRCC, support to develop peer connections and engaging the family to be a part of the student's learning journey which includes both academic and social-emotional wellbeing support.

OLNA

By the end of the 2022 academic year the following outcomes were achieved by BRCC students as a result of OLNA testing:



Percentage increases among the student population usually reduces through their three years of enrolment. This is true across all the components, Numeracy, Reading and Writing. Most of our students' successes are achieved between the second round of OLNA testing in Year 10 and the first and second round in Year 11. These two years are fundamental to sustain our students' through a robust intervention program in Literacy and Numeracy and to provide a constant, personalised, academic support program.

The number of students who failed to demonstrate Level 3 in the OLNA by the time they are in Year 12 is very limited. In 2022 more than the 70% of our Year 12 students had previously passed OLNA in all three components in previous academic years. Between Round 1 and 2 in 2022, this percentage reached 75% in the Numeracy component and 86% in both Reading and Writing components.

"There was joy in watching the students grow without them knowing it themselves. Their confidence and personal development, the development of their non-cognitive behaviours. Some grew academically and their personalities developed to become more well-rounded individuals."

BRCC Teacher

YEAR 12 QUALIFICATIONS AND DESTINATIONS

In 2022, 49 students graduated year 12. Every student completed graduation by submitting a Big Picture portfolio. Additionally, 45% of students graduated with an accredited VET qualification. At the end of 2022 55% of students had successfully achieved an outcome either into employment or further training. All graduating students were furnished with job/study skills and options and those who wanted assisted were enrolled in the Jobs and Skills Centre.

"BRCC gave me the time to reflect and learn about my mental health and what makes good mental health. Personally I have learned so much about myself and am so glad that this school allowed me to. I have also taken in so much knowledge and have learned so much more than I would have in mainstream…I like that the staff always have a positive and helpful mood when in the Advisory and when talking to students"

Jez Smal

"BRCC has helped me to become more resilient… I've enjoyed the staff and have been comfortable to express emotions…BRCC decreases the pain of transition from childhood to adulthood".

"The customised Learning Plans at BRCC have definitely helped. If I didn't have that, I would definitely not be where I am today…the different ways of learning (opportunities) for different people is just amazing…if I was still in mainstream there's no way that I'd be graduating or have all these Certificates because I wouldn't have been supported the way I have been here".