

2025

BUNBURY SENIOR HIGH SCHOOL



Annual Report

2025

Inspiring *Self* Belief



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PRINCIPAL'S MESSAGE

This annual report provides parents, caregivers and our school community with an overview of Bunbury Senior High School's continued achievements throughout 2025. It highlights the progress we have made in delivering a world class, inclusive learning environment where every student is supported to thrive. With a long and rich history of excellence, our ongoing challenge is to honour the traditions that have shaped our success while continuing to move forward—always keeping, as our motto reminds us, an eye on the horizon.

This was the final year of our current business plan. Our focus has remained firmly on reshaping senior schooling to ensure students can build meaningful "Educational Currency". This continued work has provided students with greater flexibility to combine ATAR, VET and Endorsed Programs in ways that genuinely support their goals. Enhanced timetabling structures have broadened our curriculum offerings, with courses like Aviation and Medical and Engineering pathways that enabled students to further "value add" to their educational portfolios, ensuring they remain competitive locally, nationally and internationally. Key has been the growing support of Alumni to mentor students in these programs.

Our sustained commitment to student wellbeing remains a central pillar of our philosophy. A strong foundation of social and emotional support ensures students can achieve their personal best. In 2025, our whole school social and emotional learning program continued to be refined with the addition of a developing into adulthood program for year 9's. With the assistance of the P&C the Into Adulthood Camp was established.

In coming to the end of the 2025 Business Plan, we underwent a comprehensive public-school review and principal professional review process to assess our business plan success. Both reviews showed the impact of our dedicated and highly skilled staff, and this cannot be overstated. Their reflective and collegiate approach to improving teaching practice is key to sustaining our culture of academic excellence.

Through the 2023-2025 business plan, the executive team has provided clear and purposeful leadership in articulating our vision and directing resources to support the priorities. Our leadership team has further strengthened school processes, timelines and supports to ensure teachers can perform at their best. The achievements showcased in this report are a testament to the collective commitment of our school leaders, staff and students.

Likewise, the partnerships we have cultivated with business, industry and academia remain a distinctive strength of Bunbury Senior High School and continue to grow and enhance student outcomes.

My sincere thanks go to the entire Bunbury Senior High School community. I wish to acknowledge the leadership of our School Board, chaired by Ms Zoe Shuttleworth, and our P&C, led by Mr Geoff Ogden. I also extend my gratitude to our 2025 School Captains and Prefects for their invaluable contributions throughout the year.

On behalf of the Bunbury Senior High School community and the School Board, I am proud to present the 2025 Bunbury Senior High School Annual Report.

En Avant

Mike Sinagra
PRINCIPAL



SCHOOL BOARD CHAIR REPORT

There are many exciting developments that have taken place at Bunbury Senior High School in 2025. The School Board's role as trusted partner in governance helps to set direction and priorities for Bunbury Senior High School. Together we work hard to effectively plan for improvement and to embed the positive culture of our School community in more meaningful ways. I am grateful for the opportunity to share some of Bunbury Senior High School' 2025 accomplishments with our community.

The exciting renovation of corridors and the upstairs gym foyer, featuring Decade Boards and the Honour and Achievement Wall, celebrate the rich history and achievements of past Bunbury Senior High School students. This has not only improved the aesthetic and enriched school spirit with vibrant displays celebrating Bunbury Senior High School' long tradition of excellence but transformed the plain passageways from thoroughfares to warm spaces for students to meet, sit and gather, out of the wind and wintry coastal hilltop weather.

Alongside the public opening of the refurbished corridors in October, the exhibition of Bunbury Senior High School alumnus and acclaimed photographer Bill Angove's inspiring work was presented by author of the book Sparks of Genius, Walkley-award winning journalist Richard Goodwin. We look forward to celebrating the works and achievements of other Bunbury Senior High School alumni in the future.

The STEM Building Showcase in May invited representatives from local businesses, community organisations and institutions to tour the upgraded facility and take part in conversations about the inspiring innovation happening within Bunbury Senior High School STEM programs. The event enriched collaboration between Bunbury Senior High School and the community in meaningful ways, from growing beneficial connections, to the procurement of new sponsorship agreements.

In terms two and three, the Board took part in the Public School Review (PSR) process and validation day. Reviewers remarked upon the positive culture evident within Bunbury Senior High School, and the many commendations noted in the PSR report gratify Bunbury Senior High School' efforts towards ongoing improvement. Review recommendations have been recognised as opportunities for aligning Bunbury Senior High School goals with the cyclical review process, for which the Board will offer our support.

In advocating for physical education facilities that support advancement for all students of all abilities, and align with the high standards of the Bunbury Elite Sports Training (BEST) program, Board member Ross Millington drafted an excellent proposal for improvements to the basketball/hard courts on Ocean Drive. This vision reinvigorated the relationship with the City of Bunbury and initiated plans for facility upgrades, ongoing care and maintenance of amenities and collaborative relationships with local sporting groups and community stakeholders. We look forward to the progression of these plans in 2026.

With the support of Board members and Bunbury Senior High School leadership and staff, it has been my great honour to Chair the Bunbury Senior High School Board throughout 2025. Our School Board is proud to collaborate with the School and the wider community to nurture the culture of wellbeing, where Bunbury Senior High School students are supported and inspired to learn, grow and develop their own unique and diverse potential as curious and courageous young people.

Zoë Shuttleworth

BUNBURY SENIOR HIGH SCHOOL BOARD CHAIR

P&C PRESIDENT'S REPORT



The school year started out with the usual Uniform Shop sales rush prior to school commencing and Debbie McGinley our Cafeteria manager opening the year with an exciting Summer menu. We also held our usual Executive and General meetings in the school library.

Given our massive efforts in 2024 to put together a Theatre Production at the school, 2025 was a bit more relaxed.

During the year the P&C provided and/or supported the following activities and services at the school:

- Providing the cash float for the Humanities Department's market days.
- Maintained a vending machine in the staff room.
- Sold digital Entertainment Memberships.
- Donated \$500 towards Yr12 Graduation sponsoring the Principal's All Rounder award given to Nathan Oliver.
- Manned the Cafeteria to cater for the First Lego League competition held inside the school Cafeteria where teams from 17 South West school attended.
- Providing catering for the mid year Music Showcase.
- Provided catering for the after school Theatre Club end of Semester performances.
- Provided \$10,000 funding towards the Year 9 Well being camp program & breakfast followup meeting in 2026.
- Raised 17K+ with voluntary contributions from parent donations.
- Provided funds to cover the costs of the morning tea for staff for World Teacher Day.
- Organised for food trucks to attend the end of year Music Showcase.

We said goodbye to our Cafeteria manager of 29 years Debbie McGinley who retired on 10 April 2025. Then at the end of June we also said goodbye to Lynette Taylor who also retired from full time work although may come back to provide some relief when needed.

We employed Sienna Innis (Ex Bunbury Senior High School Student) and Natsuno Sasaki during the year to work in the Cafeteria and Natsuno has carried on with us into 2026. We thank Sienna for her contribution and wish her all the best in the future.

We would like to thank our newly appointed Cafeteria Manager Brodie Skoda and assistants Sharon Smigrodzki, Lynette Taylor and Robyn Curtin for their tireless work and for a year well done. Robyn has also moved on so we thank her for filling the staffing gaps in the last few years.

We honour with great respect our 2025 Cafeteria volunteers: Vicki Fryer (2-3 days per week), Irene Harris & Rob Cowcher (2 days per week), Penny Woodward (1-2 days per week), Judy Smith, Debbie McCloy (1 day per week), Mannon Clifton, Denise Lane, Rod & Sarah Hawker (casual basis)

As usual our school based Uniform Shop ran well in 2025. Parents took the opportunity to order uniforms at home making online payments and sending students to the shop when open during Lunch 1 Mondays and Lunch 2 Wednesdays to try on and collect uniforms.

We thank our experienced and knowledgeable Uniform Shop Manager Marianne Bondarczuk and her staff Leeann James and volunteers Athena Sofilas, Yelka Campbell & Andrea and Dianne, for running the shop.

Marianne would make herself available for special appointments with parents that wish to attend the shop at other days/times than the usual opening times to purchase uniforms. We also thank our Perth based wholesaler Sam Perica at Action Promo for their continued effort in sourcing best quality/ priced custom made uniforms.

After members of the Executive manned the Cafeteria for the First Lego

League competition held in the Cafeteria, I attended the Yr12 Graduation presenting the P&C cash prize for the Principal's All Rounder award to student Nathan Oliver, and we sent Cafeteria Staff and volunteers on an end of year thank you luncheon at Froth.

I would like to thank my fellow Executive for their support and dedication throughout the year in meeting our goals: Karl Pasco (Vice President), Kathy Quinn (Secretary), Athena Sofilas (Treasurer), and Executive Members Genevieve Schoeman, Rod and Sarah Hawker, Bridget Archer, Kristy Mullane, Ross and Nyssa Millington, and Renee Lee.

Of the Executive, we say goodbye to Kathy Quinn and Genevieve Schoeman who have moved on from the P&C and wish them all the best and thank them for their service. Both Kathy & Genevieve are very organised and hard working people and will be dearly missed.

I also thank Principal Mike Sinagra, school administration and staff for their enthusiastic support of the P&C.

As I write this report I must advise that I am stepping down as President in 2026. It has been a privilege to have held this position for the last 9 years and I thank the community for entrusting me with the P&C during this time. Over the years a lot has happened with the challenges of the COVID Pandemic to the construction of the new Cafeteria with a temporary re-location to the oval whilst the old canteen was being demolished. During this time we have developed a business plan, improved fiscal compliance and started receiving voluntary contributions from parents through the school fees to build a fund to enable us to provide goods and services to the school that in some cases are not necessarily provided to the school by the Education Department.

I therefore hand over the P&C to my successor in great shape with much potential for new initiatives and direction.

There is much satisfaction with being a volunteer for a Non-profit Incorporated Association with the greatest value of giving cheerfully to others without expecting anything in return. I thank everyone involved for their time, intellect and energy and for making sacrifices and contributing to the P&C and school community during 2025.

We look forward to having another productive year in 2026.

Geoff Ogden
P&C PRESIDENT



VET & ATAR RESULTS 2025



Mr Sinagra with the 2025 ATAR 90+ Club; Kai Lever, Nathan Oliver, Talita Botha, Isabelle Kay, Annabelle Behan (*Absent: Tomy Willsher*)

VET

25% VET Students completed an ATAR course

VET Students completed a Cert III or higher **21%**

31% VET had more than one qualification

18% Students recognised by SCSA with Certificates of Merit

ATAR

3 Certificates of Distinction **8** Certificates of Merit **1** Certificate of Excellence

98.7 Bunbury SHS Highest ATAR

6 Students in the Bunbury SHS 90+ ATAR Club

16% Students achieved an ATAR of 90+

Top 5% in the State
11% of ATAR students in the top 5% of the state

EMPOWERING CHOICE

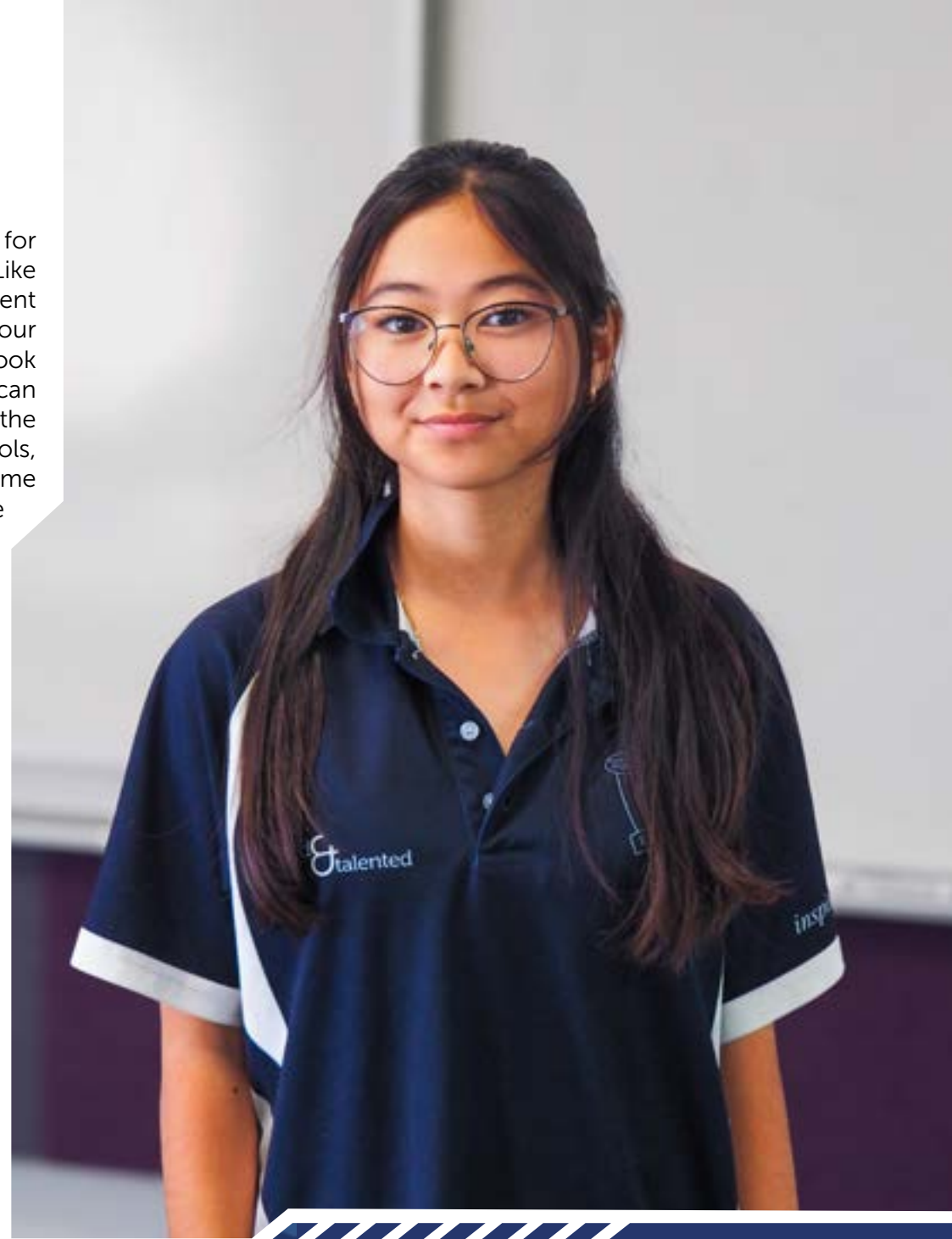
THE YEAR 10 STUDENT-FOCUSED TIMETABLE

At our school, "good" has never been the ceiling. In 2023, despite our data for attendance, achievement, and behaviour sitting well above both State and "Like School" averages, our Leadership Team noticed a trend. Year 10 engagement wasn't quite reaching its full potential. We realised that to truly prepare our students for the future, we needed to move beyond standard metrics and look at the student experience. The journey began with a simple question: How can we bridge the gap between Year 9 and the senior school years? We turned to the experts—our students. Through extensive surveys, case studies of other schools, and lots of leadership discussions a clear theme emerged: Choice. While some students expressed a desire to dive deeper into the traditional core subjects like Maths, English, Science, and Humanities, others were eager to experience a more vocational or tailored pathway aligned with their specific career interests.

Responding to this feedback required a massive shift in our curriculum delivery. Throughout 2024 and 2025, our learning areas were a hive of activity, developing innovative new course opportunities. Our dedicated staff put in a mountain of work to redesign the Year 10 experience from the ground up, ensuring every new offering was rigorous, engaging, and aligned to Senior School course opportunities.

Realising the next frontier of our student-focused curriculum meant building a timetable to match. Our Executive Team poured incredible energy into building, testing, and completely redesigning our school timetable. We didn't just tweak the schedule, we pushed the boundaries of traditional design to ensure our students and teachers have the perfect structure to thrive.

We are thrilled to announce that this vision is now a reality. Our current Year 10 students will be the first to engage with this fully selective timetable. By choosing their own courses, they are effectively starting their Senior School journey a year early. As these students move into Year 10 in 2026, they do so with a sense of ownership over their education. Whether they are focusing on academic excellence or vocational expertise, they are no longer just following a set path—they are building their own.



FOCUS 1 - POSITIVE LEARNING ENVIRONMENT

Our positive learning environment is one in which the core belief of both students and staff is that everyone has the capacity for growth. Social and emotional learning is taught to students as part of the lower school curriculum. Policies and procedures for managing attendance, behaviour and wellbeing are informed by evidence-based best practice. When students feel positive about themselves and have a sense of belonging, they are more likely to achieve to their full potential.

SOME KEY STRATEGIES ACTIONED IN 2025 WERE:

- Reward Activities at the end of each semester, to recognise the majority of students who attend regularly, behave appropriately and engage in their lessons.
- Comprehensive Year 6 into 7 transition program, including extra transition visits for students with additional needs called "Step Up to Bunbury High".
- Big Days In – An evidence-based social and emotional learning program for all Year 7 - 8 students. This program also covers some key study skills.
- Follow the Dream – academic support and dedicated student space for our Aboriginal students.
- Student Leadership opportunities – Prefects Yr12, House Leaders Yrs 7-11, Yr9 Mentors for Year 6 students
- Student Clubs – various interest groups where students can find like-minded peers and get involved in school improvement initiatives.
- Breakfast Club – food prepared by staff volunteers and resourced by Food Bank to feed any students in need.
- Homework Club and Maths Club – academic support provided to students outside of school hours by staff volunteers.
- Health Curriculum – many important aspects are covered in these classes, such as respectful relationships, assertive responsiveness, strategies to manage change.
- Career Tasters for Year 9 – a specially funded program that enables students to have career experiences prior to making important academic decisions for future pathways.
- Engagement Program – Project-Based Learning Yr9 and 10 – an alternative way of learning and being assessed that assists students who have become disengaged.
- Various events to promote inclusion and to celebrate diversity – NAIDOC Week, Harmony Week, Reconciliation Bridge Walk.
- Aboriginal Education Advisory Council and a Reconciliation Action Plan.
- Parent Workshops – Teen PPP, Fearless PPP
- Staff Training:
 - PIVOT program – specific teaching strategies to support students with Autism Spectrum Disorder
 - Youth Mental Health First Aid
 - Gatekeeper Suicide Prevention
 - Team Teach – de-escalation strategies
 - Trauma-informed practice

"An embedded whole-school approach to social and emotional learning is the cornerstone of the school's commitment to positive pro-social behaviour and wellbeing. A Positive Behaviour Support approach, supported by classroom management strategies and instructional strategies for engagement professional learning, is used as the vehicle to explicitly teach and embed a shared understanding of expected behaviours."

- 2025 Public School Review



INDICATORS OF SUCCESS

Wellbeing and Engagement Census 2025 – measuring the four domains for our Year 7 to 10 cohorts:

School Belonging (Medium to high wellbeing = 75%)

Peer Belonging (Medium to High wellbeing = 84%)

National School Opinion Survey (STUDENTS)

Rated Overall School Culture as positive = 86%

National School Opinion Survey (PARENTS)

Rated Overall School Culture as positive = 87%



EMOTIONAL WELLBEING

- Happiness -
- Optimism -
- Life Satisfaction -
- Emotion Regulation -
- Absence of Sadness -
- Absence of Worries -
- Resilience (Coping Skills) -
- Absence of Distress -
- Resilience -

ENGAGEMENT WITH SCHOOL

- Important adults in school -
- Connectedness to adults at school -
- Emotional engagement with teacher -
- School climate / belonging -
- Peer belonging -
- Friendship intimacy -
- Absence of Bullying (Physical, Social, Verbal, Cyber) -

LEARNING READINESS

- Perseverance -
- Cognitive Engagement -
- Academic Self-concept -
- Learning associated self-efficacy -
- Meeting expectations -
- Expectations for success -
- Motivation to achieve goals -
- Future Goal Planning -
- Feelings about the future -

HEALTH & WELLBEING OUT OF SCHOOL

- Overall Health -
- Body image -
- Nutrition -
- Sleep -
- Feelings about your body -
- After school activities -

STUDENT ATTENDANCE 2025

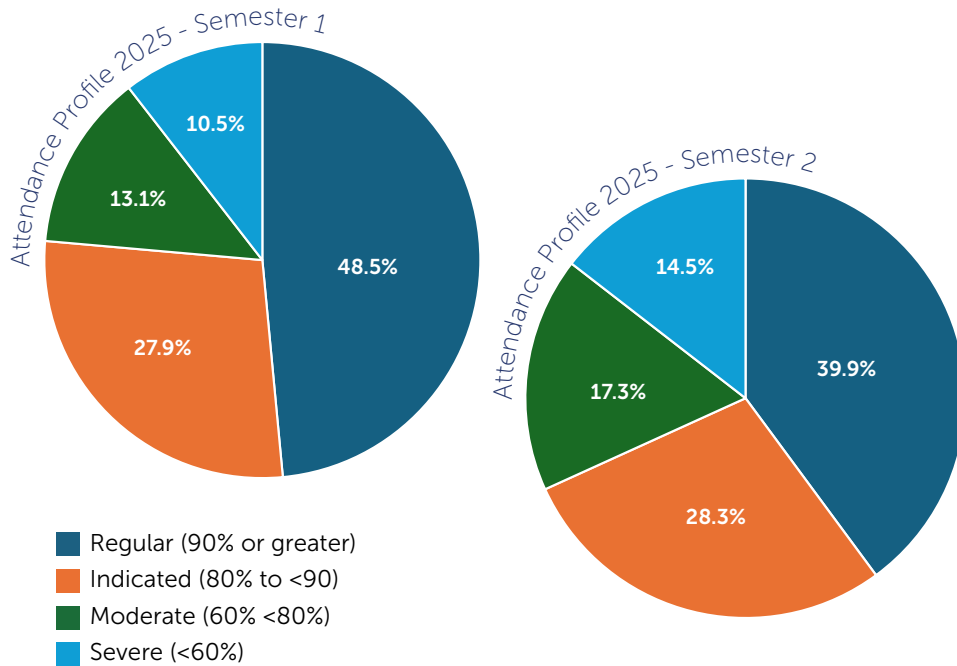
Bunbury Senior High School attendance rates are consistently higher than WA Public Schools each year.

In 2025, each of our cohort attendance rates (with the exception of our Yr11 cohort), was higher than WA Public Schools.

Secondary Attendance Rates

Year	Bunbury Senior High School	WA Public School
2023	84.4%	82.5%
2024	83.6%	82.2%
2025	83.4%	81.7%

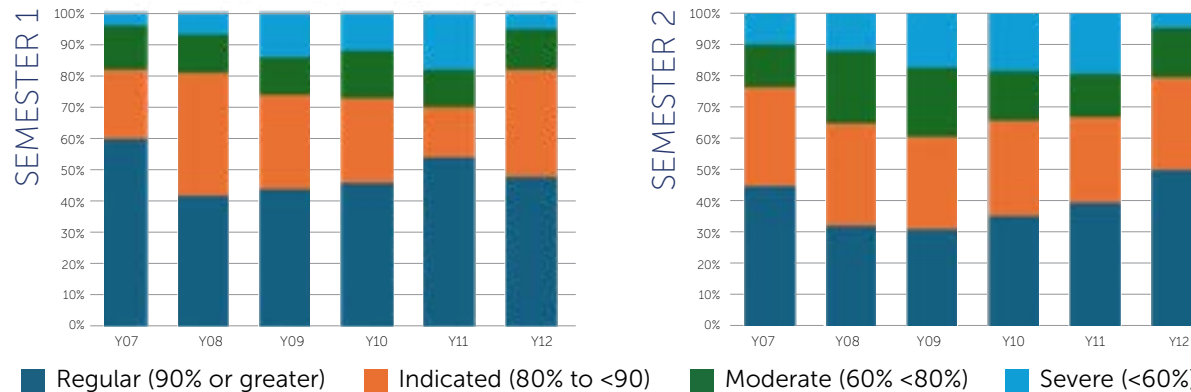
ATTENDANCE PROFILE



ATTENDANCE RATES BY YEAR

Bunbury Senior High School Attendance Rates by Year Level

Year	Y07	Y08	Y09	Y10	Y11	Y12
2023	87%	84%	81%	81%	86%	91%
2024	88%	85%	80%	82%	81%	87%
2025	88%	85%	82%	82%	78%	86%
WA Public Schools 2025	87%	83%	81%	80%	80%	79%



The active promotion of regular attendance; monitoring attendance data to enable early identification of students falling into 'at risk' categories; and planning and implementing a range of evidence-based intervention strategies to improve attendance is a high priority for the Student Services team who work closely with identified students and families.

We continue to build and refine our Multi-Tiered Systems of Support to improve student attendance and do this using:

- Promotion approaches that focus on building student, family, school and community resilience, and the promotion of protective factors.
- Prevention approaches that are designed to prevent poor attendance for those students most at risk.
- Response approaches that provide support or interventions for those students who are not attending.



SOCIAL-EMOTIONAL LEARNING AT BUNBURY SENIOR HIGH SCHOOL

Social and Emotional Learning (SEL) involves developing the knowledge, skills and ability to understand and manage our emotions, establish positive relationships, develop empathy for others, set and achieve goals and feel good about ourselves. Teaching SEL works best when students progressively build their knowledge, skills and competencies across each domain in an ongoing process across all year levels. Through providing our students with a range of opportunities to develop their personal and social capabilities, resilience and mental health we are equipping them to manage their personal wellbeing and engage and contribute in a positive way to our school and broader community.

SEL: KEY LIFE SKILLS

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION MAKING
<ul style="list-style-type: none"> - identifying emotions - self-perception - understanding strengths - reflecting on values - self-confidence - self-efficacy 	<ul style="list-style-type: none"> - impulse control - organisational skills - goal-setting - resilience - stress management - self-motivation - self-discipline 	<ul style="list-style-type: none"> - perspective-taking - empathy - appreciating diversity - respect for others 	<ul style="list-style-type: none"> - communication - social engagement - relationship building - teamwork - respectful relationships - conflict resolution 	<ul style="list-style-type: none"> - identifying problems - analysing situations - solving problems - help seeking - self-reflection - self-evaluation - ethical responsibility

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
PROGRAMS DELIVERED	<ul style="list-style-type: none"> • CTRL+SHFT • Aussie Optimism: Optimistic Thinking Skills • Elevate: Study Skills Kick Start • Positive Behaviour Support (PBS) • House Competitions 	<ul style="list-style-type: none"> • e-Safety: Young & eSafe, Rewrite your story & Tagged. • Healthy Minds • Elevate: Junior Time Management • Positive Behaviour Support (PBS) • House Competitions 	<ul style="list-style-type: none"> • Yr9 Into Adulthood Program: Rite of Passage Camp. (2.5days female/2.5days male) delivered by Adventure Works. • Yr9 Into Adulthood School-Based Program: Tomorrow Man/Woman – The Connection Code. VIA Character Strengths. • Jade Lewis - Just Say No Drug Prevention. 	<ul style="list-style-type: none"> • Teen Mental Health First Aid • Man-Up: Male Culture, Male Relationships & Male Coping. • We are Women: Consent, Healthy Relationships, Online Literacy & Sex Education.
FOCUS SEL SKILLS	<ul style="list-style-type: none"> • Self-Awareness: Identifying emotions, self-perception • Self-Management: Impulse control, organisational skills, resilience • Social Awareness: Perspective taking, empathy, respect for others • Relationship Skills: Communication, social engagement, relationship building, teamwork • Responsible Decision Making: Identifying problems, analysing situations, solving problems, help-seeking 	<ul style="list-style-type: none"> • Self-Awareness: Self-perception, understanding strengths, reflecting on values • Self-Management: Impulse control, organisational skills, goal setting, resilience • Social Awareness: Perspective taking, empathy, appreciating diversity, respect for others • Relationship Skills: Communication, relationship building, social engagement, teamwork, respectful relationships • Responsible Decision Making: Identifying problems, analysing situations, solving problems, help-seeking 	<ul style="list-style-type: none"> • Self-Awareness: Understanding strengths, reflecting on values, self-confidence, self-efficacy • Self-Management: Impulse control, organisational skills, goal setting, resilience, self-motivation • Social Awareness: Perspective taking, empathy, appreciating diversity, respect for others • Relationship Skills: Communication, relationship building, teamwork, respectful relationships, conflict resolution • Responsible Decision Making: Identifying problems, analysing situations, solving problems, self-reflection, self-evaluation, help-seeking, ethical responsibility 	<ul style="list-style-type: none"> • Self-Awareness: Understanding strengths, reflecting on values, self-confidence, self-efficacy • Self-Management: Impulse control, organisational skills, goal setting, resilience, self-motivation, self-discipline • Social Awareness: Perspective taking, empathy, appreciating diversity, respect for others • Relationship Skills: Communication, relationship building, teamwork, respectful relationships, conflict resolution • Responsible Decision Making: Identifying problems, analysing situations, solving problems, self-reflection, self-evaluation, help-seeking, ethical responsibility

2025 saw the consolidation of our Lower School SEL Program (Yr7 – Yr10), and the introduction of the Yr9 Into Adulthood Program including the Rite of Passage Camp. The inaugural ROP Camp gained exceptionally positive feedback from students, staff and parents; reinforcing this program as an effective strategy in supporting our students through a key transition point into senior school.



SEMESTER 1

SEL STUDENT ENAGEMENT

93% of YEAR 7 students engaged with the SEL Program delivered in class

of YEAR 8 students engaged with the SEL Program delivered in class **94%**

ELEVATE WORKSHOPS

98% students would recommend seminar to peers

of students considered the seminar **95%**
TIME WELL SPENT

SEMESTER 2

SEL STUDENT ENAGEMENT

92% of YEAR 7 students engaged with the SEL Program delivered in class

of YEAR 8 students engaged with the SEL Program delivered in class **82%**

STUDENT APPLICATION OF SEL CONCEPTS AND SKILLS

TEACHERS REPORTED THAT:

91% of YEAR 7's applied their understanding of key concepts and skills to learning tasks.

80% of YEAR 8's applied their understanding of key concepts and skills to learning tasks.

FOCUS 2 - HIGH QUALITY TEACHING

WACE ACHIEVEMENT

The new senior school metric is a measure to compare a students achievement to their potential based on their Yr9 NAPALN results. While there is a high correlation between Yr9 NAPLAN results and Yr12 achievement, we know that for a myriad of reasons students choose different pathways, may not have access to opportunities, or there are interruptions to learning.

	2025
School – WACE eligible	72 (90%)
Like Schools (%)	90%
State – DOE	90%

The school is performing at the same rate as both like and DoE schools for the achievement of WACE.

The school’s focus on Senior School to acquire the necessary educational currency to proceed along a students chosen pathway leads to some students leaving school to continue on their chosen pathway.

Table 1. Student Numbers

	2025
Students in the cohort in Yr10	162
<i>Alternative Pathways: count (% of students in the cohort)</i>	
Year 11 repeat	1
Left school – NOA	44
Left school – other verified	8
Left school – unverified	11
Total (%)	64 (40%)

SENIOR SCHOOL METRIC

NAPLAN Band	WACE Achieved						No WACE						Total	Met threshold	% met threshold		
	01. ATAR 85+	02. ATAR 70+	03. Diploma	04. ATAR	05. CERT IV	06. CERT III	07. CERT II	08. General	09. ATAR	10. CERT II+	11. General	12. CERT I or NOA				13. Prelim or Foundation	14. No outcome
10	8	2		2		1						1		1	15	8	53.3
9	4	3		6		5	5			2		4		1	30	7	23.3
High band 8		3		3		3	4					2			15	6	40.0
8				2	1	5	1	3		1	1	6		2	22	8	36.4
7				1		1	5	1		6	2	12		1	29	7	24.1
6										2		3		1	6	2	33.3
Band 5- or Exempt												5		1	6		
Incomplete/ No NAPLAN		1		2	1		1		1	4		6		2	18		
Grand Total	12	9	0	16	2	15	16	4	1	15	3	39	0	9	141	38	32.5

The current state mean for each NAPLAN Band is 30%. The table clearly shows us exceeding this measure in all but 2 bands. In the Band 9 many of these students study the ECU UniPrep course to use for university entry. This is not acknowledged in the current metric. In the Band 7 group there is a large number of NOA’s. This is the group of students who have moved from schooling into their next phase, apprenticeships, traineeships, further education/training or employment.

OLNA

OLNA results have again been strong particularly in Writing. The school performed well above the State standards in all three OLNA components.

	2022	2023	2024	2025
Writing	91 (99%)	92 (99%)	83 (94%)	79 (99%)
Reading	92 (100%)	93 (100%)	88 (100%)	77 (96%)
Numeracy	90 (98%)	93 (100%)	84 (95%)	76 (95%)



Year 10 Students - Qualified In

	Year 9	Year 10	Not Qualified
2025	49	59	77
	26.5%	31.9%	41.6%
Like Schools	21.6%	36.1%	42.3%

Year 11 Students - Qualified In

	Year 9	Year 10	Year 11	Not Qualified
2025	38	40	36	32
	26.0%	27.4%	24.7%	21.9%
Like Schools	19.9%	34.1%	17.5%	28.6%

Year 12 Students - Qualified In

	Year 9	Year 10	Year 11	Year 12	Not Qualified
2025	25	32	20	3	13
	26.9%	34.4%	21.5%	3.2%	14.0%
Like Schools	24.0%	37.9%	17.2%	8.2%	12.7%

"In the continual pursuit of improvement and excellence, the expectation of high quality instruction is abetted by the comprehensive support provided by the high quality teaching team. This is underpinned by shared beliefs and common language to engage students and optimise academic, social and emotional growth and development"

- 2025 Public School Review

PERCENTAGE OF STUDENTS IN EACH PROFICIENCY LEVEL

PERCENTAGE OF STUDENTS IN TOP 20% OF THE WA PUBLIC SCHOOLS AND AMONG LIKE SCHOOLS

READING

PROFICIENCY LEVEL	Year 7 READING			PROFICIENCY LEVEL	Year 9 READING		
	School	Like Schools	WA Public Schools		School	Like Schools	WA Public Schools
Exceeding	23%	13%	16%	Exceeding	18%	14%	16%
Strong	43%	49%	44%	Strong	51%	54%	48%
Developing	23%	27%	24%	Developing	24%	25%	25%
NAS	12%	11%	14%	NAS	7%	7%	10%

WA PUBLIC SCHOOLS	Year 7 READING		WA PUBLIC SCHOOLS	Year 9 READING	
	School	Like Schools		School	Like Schools
Top 20%	23%	16%	Top 20%	19%	16%
Middle 60%	59%	68%	Middle 60%	63%	66%
Bottom 20%	18%	16%	Bottom 20%	18%	18%

NUMERACY

PROFICIENCY LEVEL	Year 7 NUMERACY			PROFICIENCY LEVEL	Year 9 NUMERACY		
	School	Like Schools	WA Public Schools		School	Like Schools	WA Public Schools
Exceeding	13%	9%	13%	Exceeding	8%	8%	11%
Strong	48%	55%	48%	Strong	63%	60%	52%
Developing	25%	24%	23%	Developing	20%	25%	23%
NAS	13%	11%	15%	NAS	8%	7%	11%

WA PUBLIC SCHOOLS	Year 7 NUMERACY		WA PUBLIC SCHOOLS	Year 9 NUMERACY	
	School	Like Schools		School	Like Schools
Top 20%	18%	14%	Top 20%	14%	14%
Middle 60%	63%	69%	Middle 60%	69%	69%
Bottom 20%	19%	17%	Bottom 20%	17%	17%

WRITING

PROFICIENCY LEVEL	Year 7 WRITING			PROFICIENCY LEVEL	Year 9 WRITING		
	School	Like Schools	WA Public Schools		School	Like Schools	WA Public Schools
Exceeding	10%	11%	14%	Exceeding	25%	16%	19%
Strong	48%	47%	42%	Strong	39%	44%	38%
Developing	27%	32%	27%	Developing	31%	33%	28%
NAS	14%	10%	15%	NAS	5%	8%	13%

WA PUBLIC SCHOOLS	Year 7 WRITING		WA PUBLIC SCHOOLS	Year 9 WRITING	
	School	Like Schools		School	Like Schools
Top 20%	16%	19%	Top 20%	25%	16%
Middle 60%	67%	67%	Middle 60%	63%	68%
Bottom 20%	17%	14%	Bottom 20%	12%	16%

HIGH QUALITY TEACHING TEAM

The High-Quality Teaching Team (HQTT) drives whole-school improvement by bridging leadership and classrooms to strengthen teaching practice, boost student outcomes, and support staff wellbeing.

TEAM STRUCTURE & GOALS

Comprising representatives from each learning area, the HQTT collaborates to:

- Build a consistent, evidence-based whole-school approach to teaching.
- Improve student engagement, behaviour, and academic achievement.
- Foster reflective practice, collaborative learning, and positive classroom cultures.
- Support graduate and early-career teachers to build confidence and capability.

KEY ACHIEVEMENTS & FOCUS AREAS

DATA-DRIVEN GROWTH & FEEDBACK

- Classroom Observations: Conducted 115+ supportive observations and coaching conversations focused on routines, engagement, and behaviour.
- Survey My Class: Assisted staff in leveraging student feedback tools to gain insights into classroom culture and refine instructional methods.

HIGH-IMPACT INSTRUCTIONAL FRAMEWORKS

- Teaching Sprints & Coffee Club: Led whole-school sprints and informal “Coffee Clubs” to trial, reflect on, and share high-impact strategies, including Doug Lemov’s Teach Like a Champion.
- Shared Instructional Framework: Embedded consistent, agreed-upon teaching routines into everyday classroom practices across all departments.

CLASSROOM MANAGEMENT (CMS) & STUDENT SUPPORT

- Behaviour & Engagement: Strengthened CMS routines and proactively co-developed informal student behaviour/learning contracts.
- Restorative Practice: Facilitated restorative conversations to rebuild positive teacher-student relationships.

Inspiring *Self* Belief

SOCIAL EMOTIONAL LEARNING (SEL) & THINKING TOOLS

- Embedded SEL and cooperative structures to champion student voice and critical thinking, utilizing:
- Cooperative learning structures | Habits of discussion | Fishbone thinking routines | Mind mapping

STAFF SUPPORT, MENTORING & PROFESSIONAL LEARNING

- Graduate Support: Guided early-career teachers through classroom management, planning, and their journey toward Full Registration.
- Advanced Training: Members completed ISE and CAT-2 training to deliver expert coaching and establish a common professional language school-wide.
- Whole-School PL: Facilitated practical, research-informed professional learning aligned with school priorities, always prioritizing staff wellbeing and collegiality.

FOCUS 3 - SUCCESSFUL PATHWAYS FOR STUDENTS

MEDICAL AND ENGINEERING PATHWAYS / MENTORING

The Medical & Engineering Pathway Program is designed to support Year 12 students in achieving academic excellence in their pursuit of a career within the Medical & Engineering professions.

Students involved in the program access a range of additional supports and opportunities to enhance their capacity to achieve the ATAR ranking required to enrol in the appropriate tertiary course.

A mentor was assigned to each student that demonstrated the required academic standards to achieve the required ATAR upon completion of Year 12 studies.

In 2025, the school was fortunate to have several alumni who volunteered their time to support several of our students.

- Dr Raj Zaman [medical]
- Dr Jane Bromley [medical]
- Dr Karen Bromley [medical]
- Ms Shae Tylor [engineering]

The school sincerely thanks these mentors for their valuable contribution, generosity, and commitment to supporting our students in achieving their future career aspirations.



"Strong Performance of students in the top ATAR³ terciles is evident and continues to exceed that of like schools and is projected to be maintained"

- 2025 Public School Review

SCHOLARSHIP WINNERS

ANNABELLE BEHAN



After participating in our **Medical Pathway**, Annabelle Behan, Class of 2025, was awarded the prestigious John Curtin Undergraduate Scholarship—one of Curtin University’s most generous and highly regarded scholarship programs.

The John Curtin Scholarship Program recognises academically gifted students who demonstrate exceptional leadership, vision, and a strong commitment to community service. It invests in future leaders who aspire to use their abilities and passion to create positive change.

Annabelle will be commencing her studies in Medicine at Curtin University, and we couldn’t be more excited to see her continue to embody the qualities of leadership, service, and academic excellence that this scholarship celebrates.

NATHAN OLIVER

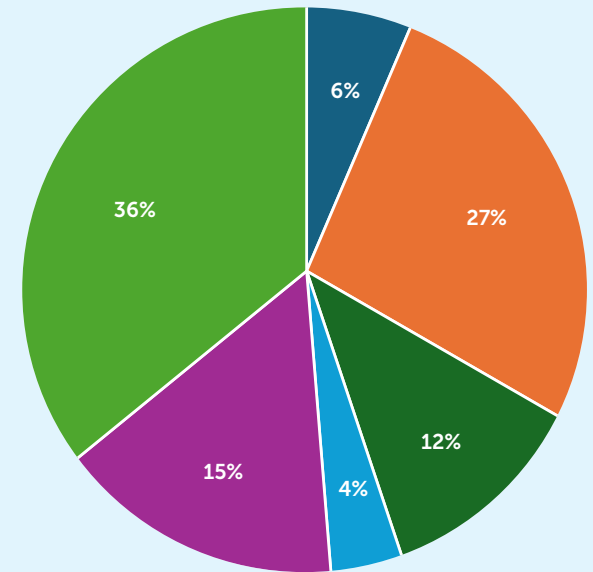


We are proud to recognise the success of 2025 graduate Nathan Oliver, whose achievement reflects the strength of our **Engineering Pathway**. Throughout his time at the school, Nathan developed a strong foundation in mathematics, engineering, and problem-solving, supported by opportunities that nurtured his curiosity about how things work and how to apply this knowledge to real-world challenges.

Nathan’s pathway has led to his acceptance into a Bachelor of Engineering (Honours) and Bachelor of Philosophy (Honours) at The University of Western Australia, where he is majoring in Mechanical Engineering and Frontier Physics. His dedication and academic potential have been recognised through the prestigious Emeritus Professor John Jackson Undergraduate Scholarship, awarded to one student annually.

This outstanding accomplishment highlights the impact of Bunbury SHS’s targeted programs in preparing students for future success in STEM fields. Nathan’s journey exemplifies how the Engineering Pathway supports high-achieving students to pursue ambitious goals, and we look forward to following his continued achievements in tertiary study and beyond.

DESTINATION DATA 2025



- University
- TAFE
- Gap Year
- Employment - Gap Year
- Employment
- Apprenticeship

WORKPLACE LEARNING

- Successful year for VET students
 - 158 employers supported the program
 - 5000 hours of Workplace Learning
 - 64 units WACE Endorsed Program
 - Contributed to successful completion of Certificate II, III and IV
 - Introduced students to real world experiences
 - Reinforced desires to pursue employment in chosen pathway
 - Developed students' maturity, initiative and enthusiasm
- Progressed students understanding and application of work health and safety
 - Several successful School Based Traineeships and Apprenticeships
 - Assisted employers to source apprentices and entry level staff
 - Many students moved directly into full time apprenticeships and employment
 - Students maintained Bunbury SHS's solid reputation for the program





“Opportunities are well-supported for VET through a wide range of course offerings, including Certificate III and IV, further bolstered by the subsidised per student contribution to support certificate course completion through the Bunbury Regional Trade Training Centre”

- 2025 Public School Review

STAFF DEVELOPMENT AND LEADERSHIP

PROFESSIONAL LEARNING FOR WHOLE STAFF:

IMPLEMENTING THE YEAR 10 INNOVATIVE TIMETABLE

Course identification, creation, and alignment to Senior School and SCSA

SCHOOL IMPROVEMENT & LEADERSHIP

- Completed Public School Review
- Development of new Business Plan 2026-2028

PROFESSIONAL LEARNING FOR EXECUTIVE & LEADERSHIP TEAMS

- Leading School Improvement – DoE
- Mentoring the Future Leaders - DoE
- Leadership for Middle Leaders – ACEL
- Ethical Leadership - SSTUWA

STUDENT SUPPORT – WELLBEING

- Safe on Social Toolkit
- Optimistic Thinking Skills
- Positive Behaviour Support model
- Child Protection and Abuse Prevention
- Non-Suicidal Self Injury and Suicidal Behaviours
- Youth Mental Health First Aid

STUDENT SUPPORT - LEARNING

- Understanding Learning Difficulties (Education Assistants and other staff via online modules)
- Explicit Vocabulary Instruction
- Executive Functioning
- Strategies to support students with Autism Spectrum Disorder
- Strategies to support students with their literacy and numeracy

HIGH QUALITY TEACHING

- Ongoing Teaching Sprints focused on implementing best teaching practice and student support
- Peer Observation collegiate group – “Coffee Club” (optional, offered to all teaching staff)
- Community Partnerships in the curriculum

STAFF WELLBEING

- Psychological Safety in the workplace
- Review and contributing to whole staff wellbeing plan
- End of year cooperative team-building activity

GRADUATE TEACHERS' SUPPORT

- Learning about employer expectations
- Sharing resources and tips to support their career in teaching
- Observation of lessons and detailed feedback
- Support to develop their Graduate Portfolio



FUTURE LEADERS' PROGRAM

This program offers staff with leadership aspirations an opportunity to develop their leadership knowledge and skills and potentially take up leadership roles within and beyond the school.

The program in 2025 involved a continuing cohort of eight aspiring leaders from 2024 as well as five more staff joining after making it through the selection process. There were a total of thirteen future leaders in the 2025 program, at various levels:

- 1 Level 4 aspiring to Level 6
- 3 Level 3 aspiring to Level 4
- 9 Level 2 aspiring to Level 3

Each applicant nominated a mentor and created a development goal.

The applicants were supported by their mentors and granted access to professional learning opportunities relevant to their aspirations.

This cohort's success was reviewed at the end of 2025. The results are as follows:

- Level 6 aspirant won a 12-month fixed term role as a Principal at another school.
- 2 of the Level 4 aspirants won fixed term roles as Deputy Principals either at Bunbury Senior High School or other schools.
- 2 of the Level 3 aspirants won fixed term roles as Program Coordinators within the school, while the remaining Level 3 aspirants were given opportunities to relieve at Level 3 for shorter periods of time, or were leading projects within the school.



LEARNING AREA HIGHLIGHTS

THE ARTS

VISUAL ARTS

- Iluka Visions Exhibition at the Bunbury Regional Art Gallery
- Arts-related camps and excursions supporting creative learning and skill development
- Trial of the new elective format earlier to gauge popularity with students. Resulted in the employment of another part time visual arts staff member.
- Circus skills offered in the performing arts

MUSIC

- Mid-Year Music Performance
- Bunbury Eisteddfod performances at BREC
 - Contemporary Band – 2nd Place
 - Vocal Ensemble – 1st Place
 - Senior Concert Band – 1st Place
 - Junior Concert Band – 1st Place
 - Senior Jazz Band – 1st Place
- Music Showcase
- Zoe Stidworthy – Invited to Bunbury Eisteddfod Gala Evening
- Harley Scott – Invited to Bunbury Eisteddfod Gala Evening

DRAMA

- Establishment of the Bunbury SHS Theatre Club
- Performance of *This is a Test* by Stephen Gregg in Term 4
- First staged play production at Bunbury SHS in many years
- Hosting of the inaugural Bunbury SHS Big Gig
- Student performances across multiple disciplines at the Big Gig event
- Student participation in the Bunbury Eisteddfod
- Achievement of a 90+ score and invitation to perform at the Gala event
- Introduction of stage combat and sword play in the Year 9 elective
- Introduction of Circus into the curriculum
- Establishment of the Bunbury SHS Juggling Club



ENGLISH

- Between the Lines Literature Festival
- Bell Shakespeare performances for Years 7-10
- Poetry in Action performances for Years 7-10
- Philosothon
- Young Writers Program
- Romeo and Juliet excursion at BREC for Literature students
- SWETA ATAR English Seminar Day at ECU Bunbury
- History's Mysteries writing competition
- Taking out all places including honourable mentions in the Shore Lines Writing for Performance competition
- Cinesnaps entries for Cinefest Oz



HEALTH AND PHYSICAL EDUCATION

Bunbury SHS competed in the following events in 2025.

- SW Interschool Tennis Competition - 1st place
- SSWA Interschool Swimming Carnival - 2nd place
- Interschool Surfing Competition - 1st place
- SSWA Cross Country - 1st place Champion School
- SSWA Interschool Athletics - 1st place Champion School
- Country Week Tier 1 School - 3rd place Overall



HASS & LANGUAGES

- Years 7–8 HaSS achieved strong results, with high proportions of B and C grades and low levels of D and E grades
- Year 10 HaSS demonstrated excellent achievement, with a high proportion of A grades
- French showed solid achievement, with a strong concentration of C grades
- A broad range of Senior School courses continued to be offered, supporting diverse student pathways
- Year 11 Careers and Employability showed high achievement, with 45.7% A and B grades, indicating strong extension and confidence
- Year 12 Careers and Employability results reflected consistency and a positive learning culture, with 48.4% C grades and 0% E grades
- Year 10 Career Education meetings supported student pathway planning
- Year 8 Market Day provided students with opportunities to apply enterprise and economic skills
- Senior School data collection and analysis supported ongoing evaluation and planning

MATHEMATICS

- Appointment of two new Mathematics staff members in 2025.
- Acting Program Coordinator – Mathematics role covered in Term 1.
- Participation in the Australian Intermediate Mathematics Olympiad (AIMO) by selected Year 9 and 10 students.
- Participation in the WA Junior Mathematics Olympiad by Year 7, 8 and 9 students.
- Ongoing Maths Club held weekly on Friday mornings throughout the year.
- Participation in South West Have Sum Fun by students in Years 7–12.
- Participation in the Australian Mathematics Competition by students in Years 7–12.
- Continued collaboration with primary schools through the Bunbury Maths Network, including targeted Professional Learning delivered by Mathematics Association of Western Australia with Year 5–6 primary teachers and Year 7 Bunbury SHS teachers.
- Introduction of Small Group Tuition for selected Year 7 and 8 students, delivered by Mathematics staff using the Maths Mastery program.



TECHNOLOGIES

- STEM upgrade completed. This has provided a fit for purpose STEM lab and a robotics room. Also a new Laser cutter CNC plasma cutter and 3D printer
- STEM club very popular throughout the year, students from yr 7 – yr 12 regularly attending.
- YR 12 AIT SCSA subject award winner.
- Senior students purchased, built and programmed an Autonomous car during STEM Club
- Senior AIT students explored the Adobe Suite, creating designs using this software
- Year 9 & 10 photography students learnt about basic photography elements and how to use Photoshop to edit photos.
- Year 7&8 Digital Technologies explored coding with using Micro:Bit technology
- In Food and Fibre lessons, students created imaginative combinations and completed some sewing and design activities
- New Café & Barista course developed

ROBOTICS

- Finished 3rd place (out of 34 teams) in the WA Robotics Playoffs – a three-day competition where schools design, build, and compete with industrial-sized robots.
- Received the award for Best Autonomous Operation in the competition. Established partnerships with ECU Bunbury, Tronox, and EDF Power Solutions Australia to support robot development.
- We sincerely thank our sponsors, ECU and Tronox. Their valuable contributions ensured our team was able to access parts for the robot and travel to Perth to compete in the FIRST Robotics Competition.
- Hosted the South West FIRST LEGO League competition (the largest regional event in WA). 24 teams competed, representing schools from Harvey to Dunsborough.



SCIENCE

- Year 12 Human Biology students attended an excursion to Perth Zoo, where they explored evolutionary trends and the distinguishing characteristics that differentiate humans from other primates.
- GAT students from Years 7–10 entered the Big Science Competition, with several students achieving High Distinctions.
- A group of Year 10 students competed in the Science and Engineering Challenge, with Bunbury Senior High School placing 4th overall.
- A Year 7 class contributed to the CSIRO Citizen Science Bio Blitz project, collecting and cataloguing snail species for identification by specialist scientists via iNaturalist.
- A Year 8 class constructed detailed three-dimensional models of plant cells using recycled and repurposed materials, incorporating labelled organelles and written descriptions of each organelle's function.
- Year 7 GAT students participated in the Tournament of Minds competition, applying critical thinking and creativity to develop innovative solutions to real-world problems.
- A Year 10 class investigated human genetics through hands-on activities, including taste-sensitivity testing using PTC strips to explore inherited traits, and conducted a research study examining the relationship between screen time and memory.
- A group of Year 10 students attended Physics Day at Adventure World, applying physics concepts to analyse forces and motion on a range of rides.
- Several classes across Years 8, 9 and 10 participated in hands-on rocket launch activities, using 3D-printed bottle launchers and high-pressure paper rocket systems to bring inquiry-based learning to life across the Science department.

IGNIS PROJECT

Six of our students had the remarkable opportunity to participate in IGNIS – a collaborative research initiative between six Australian universities and NASA investigating lightning and bushfires. As one of only three regional Western Australian schools selected for the program, our students worked alongside real-world scientists across six hands-on sessions, beginning with a visit to cutting-edge engineering facilities and presentations from leading researchers. Their contributions formed a meaningful part of this groundbreaking international study, and it was a privilege to see them rise to the challenge.

Participants: Belle Harris, Cathryn Balkison, Tobi Campbell, Miller Read, Euan Morris, Chun-Te Lee



GIFTED AND TALENTED (GAT)

2025 was a fantastic year for our GAT cohort. The Year 7s started the year strong with their camp to Woodman point. Throughout the year they partook in the Da Vinci Decathlon, Tournament of the Minds and completed their first Interdisciplinary Learning project (IDL) where they investigated their intelligence and created a project reflecting their findings. Amber Lennon wrote that "Tournament of the Minds was an awesome experience and a great opportunity to think outside the box to solve problems in a creative approach. It was a good opportunity to bond as a team and work together on something that we could solve in thousands of different creative and innovative ways however we wanted. It was also an opportunity to think together as a team to think creatively with every aspect of the challenge."

The Year 8s had a successful year participating in the Da Vinci Decathlon and multiple Have Sum Fun competitions. Huge success was achieved from Liam Turnbull, Omkar Variya and Cohen Hope as they WON the Year 7 – 9 category in the CineSnaps Short Film competition, with their film CONSPI-RIP-SY. This was an incredible achievement. Further, students from Year 8 took part in four Young Writers sessions over the year whereby they were able to meet multiple authors and engage in exciting and creative workshops ran by authors such as Mable Gibson and Brenton E. McKenna.

They Year 9s engaged with some incredible projects, notably the Game Changers Science competition where students had to find and develop a solution to a pressing problem, using scientific methods. They were also engaged with a first in Australia run of the simulation Operation Outbreak, facilitated by visiting Professor Andres from the University of Massachusetts and Lecturers from Murdoch University.

The Year 10s had a large focus on their pathways for the future, attending a three day camp where they experienced university life! Visiting the Unis all around Perth and living as students do in dormitories, cooking for themselves! Multiple Year 10s also engaged in the Rising Scholars Program ran through Curtin University. This program involves students studying a first year university unit. One of our students undertook the Calculus unit and was awarded a High Distinction!

Term 4 was significant for GAT as we congratulated our 2026 Year 7s. Running multiple information sessions, tours and transition day activities for the Year 6s. This was an exciting time for the new cohort to get a taste of life as a Bunbury Senior High School student.



BEST

Students have had the opportunity to access a number of local fitness-based businesses to learn new skills, foster future employment pathways and continue their development as athletes. BEST athletes have had the opportunity to engage with the following local businesses; Maximum Results, SWISH indoor cricket venue, South-West Sports Centre, Airlocker Bunbury, Exempla Fitness and the Bunbury Rowing Club.

The BEST program continues to develop partnerships with local businesses to create engaging learning opportunities for our athletes.

The athletes in the BEST program have made significant improvements in many sporting contexts. More than 20 athletes competed in state or national competitions in 2025. Many students have made local representative teams or have worked hard to achieve personal best results. I would like to congratulate all of the BEST athletes that have made significant contributors to the school's sporting culture and success in the many interschool events.



State & National Representation 2025

Yr	Student	Event
7	Ashton Gunn	State Cross Country
7	Hudson Andrews	Country WA Basketball
7	Amari McManus	Indoor Cricket
8	Lyla Teu	Touch
8	Lucy Nell	Athletics
8	Amari Angel	u'12s Polo Cross
8	Eva De Ronchi	Athletics
8	Taya Campbell	Athletics
8	Emi Whittome	u'14s Futsal and u'14s Soccer
8	August Atkinson	Basketball
8	Ella Vander Wielen	Basketball
8	Madi Giblett	Athletics
9	Kayleigh Lynch	WA Indoor Cricket
9	Lotte Castle	WA U'16 Basketball
9	Layla Scott	State u'16s AFL
9	Margaux Ramsay	State u'15s Netball
9	Marli Giles	State u'16s Basketball
9	Kaesha Campbell	Athletics
9	Nicola Brown	WA Cheerleading
9	Lily Timmers	Athletics
10	Aiden Behan	State Cross Country, Athletics West Cross Country, Triathlon WA
10	Paige Brady	Water Polo Championships
10	Salome Woodland	Champion Lifesaver National Final
11	Aaliyah West	AUS Cheerleading
11	Madi King	WA Cricket Team
11	Samara Cocking	Gymnastics
12	Annabelle Behan	SSWA Triathlon Team, Athletics West Cross Country, Age group Worlds Triathlon
12	Daisy Chance	WA Athletics

VASP

Iluka Visions 2025

- 26 lower school VASP students had artwork selected
- 1 upper school former VASP student had artwork selected
- 2 award winners

The following students had work selected:

- Year 7 VASP students Alexandra Abrio with her ceramic piece titled, 'The Clawed,'
- Phoenix Stanner with her ceramic piece, 'Pomegranate Clay Creature.'
- Alana Yakubova with her pencil illustrations, 'Minor Many, Major Mare and Still Stale.'
- Year 8 VASP student Samantha Mecader and her illustration, 'Funky Foot Fanatic'.
- Year 9 VASP students Esther Frith, Arthur Somerville, Edana Minahan, Saphire Hymers, Ronin Mustica-Oliver, Julian Hillier with their acrylic paintings on skateboard decks.
- A group exhibit for the entire Year 10 VASP class, who created lino print cushions, intended as Australian souvenirs to be gifted to the visiting Japanese exchange students.
- Year 10 VASP student Coen Butcher with his Semester 2, 2024 miniature building sculpture.
- Year 12 Visual Arts ATAR student Talita Botha with their mix media painting titled 'Forgone and For Long'.

Award Winners

- Year 9 Runner Up – Coen Butcher
- Year 7 Runner Up – Alexandra Abrio



PROJECT-BASED LEARNING (PBL)

The PBL group participated in a variety of activities this year, focusing on self-development, teamwork, and academic growth. Early challenges, such as the "mouse trap walk" and a bridge-building task using paper straws, encouraged trust, problem-solving, and collaboration, with some bridges supporting up to 6.6 kilograms.

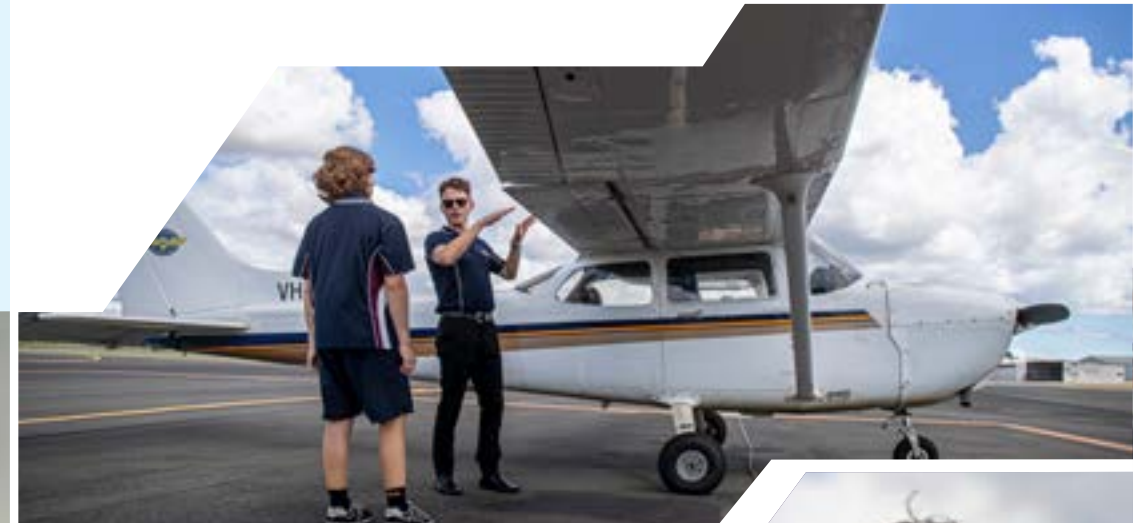
Year 10 students managed the school garden, building skills in responsibility, communication, and resilience while learning about soil health, composting, and sustainable practices. Their work included regular monitoring and reporting of progress.

Students also supported the Bunbury community by volunteering at the Koombana Bay Sailing Club, filling and placing sandbags to protect against storm surges.

Overall, the group showed improved attendance, stronger relationships, and academic progress, alongside meaningful personal growth and positive values.

AVIATION

- 10 students in Year 11 participated in this pathway and attended Bunbury Flying School for practical and theory lessons, including Training Introductory Flights (TIF's) and components of Commercial Certificate.
- Attended Aviation Heritage Museum, Bull Creek.
- Implemented Microsoft Flight Simulator into curriculum for both theory and practical learning.
- Curriculum moderation and development with State Aviation Teachers at Kent Street Senior High School, Perth.



COUNTRY WEEK

A total of 146 students and 17 staff from Bunbury Senior High School attended the Senior High School Country Week in Perth. The introduction of the WA Government's Country Week Assistance Program enabled greater access to this carnival by reducing participation costs, representing a valuable contribution to our school community.

Our students competed across 13 sports, achieving outstanding results. Three teams progressed to grand finals: AFL Boys, AFL Girls, and Soccer Girls. Additional strong performances included Basketball Girls, Hockey Girls, and Speech & Debate, all finishing fourth; Dance, Hockey Boys, and Soccer Boys placing fifth; Touch Rugby and Volleyball Boys finishing sixth; Netball placing seventh; and Basketball Boys finishing eighth. Bunbury Senior High School placed third overall in Tier 1.

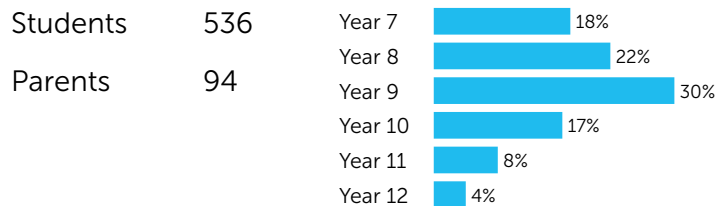
Beyond their competitiveness in their sports, our students represented the school with pride and integrity throughout the week. Our Country Week captains attended a leadership forum where they listened to Brayden Ainsworth from the Happiness Co. Students participated in a range of recreational activities, including attending a movie, mini golf, group dinners at the East Fremantle Yacht Club and Grill'd, and a shopping evening. The school received numerous positive comments regarding student behaviour and conduct, reflecting the strong culture and values of Bunbury Senior High School.



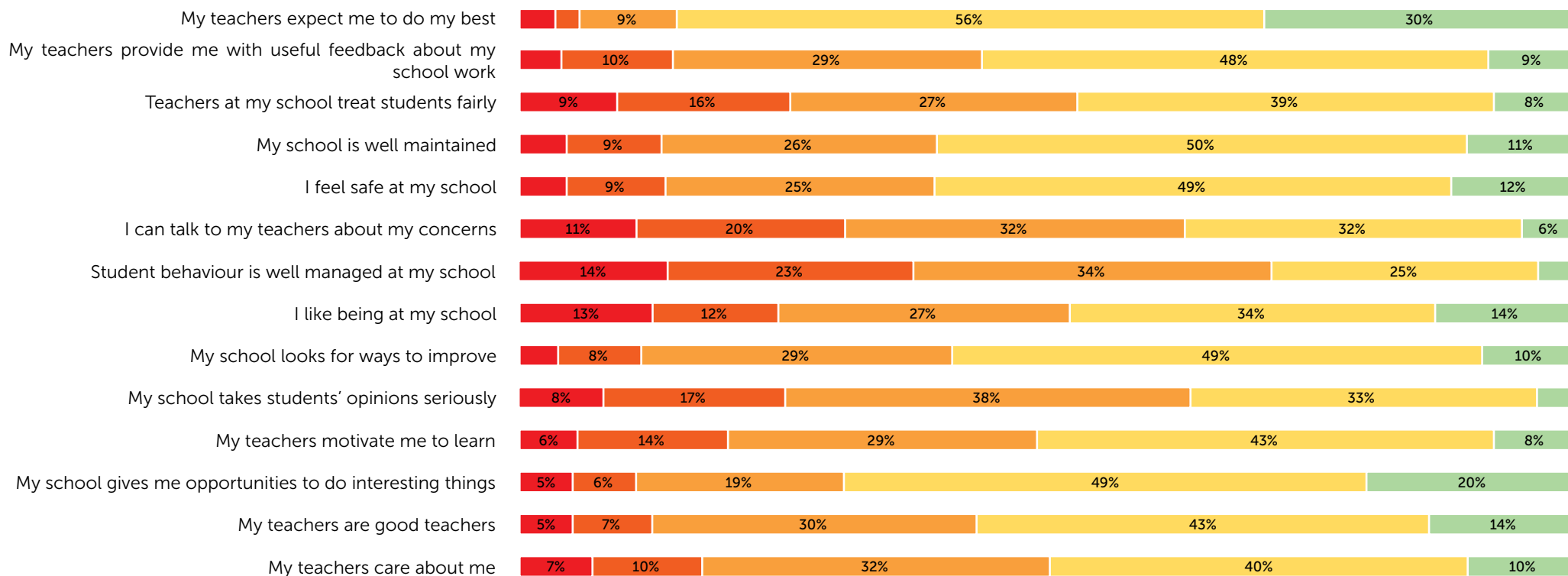
NATIONAL SCHOOL OPINION SURVEY

The school undertakes the NSOS each year, surveying students, parents and staff, in order to determine the level of satisfaction of the school, as part of the National Education Agreement. This response data provides important feedback to assist us to take future action to improve.

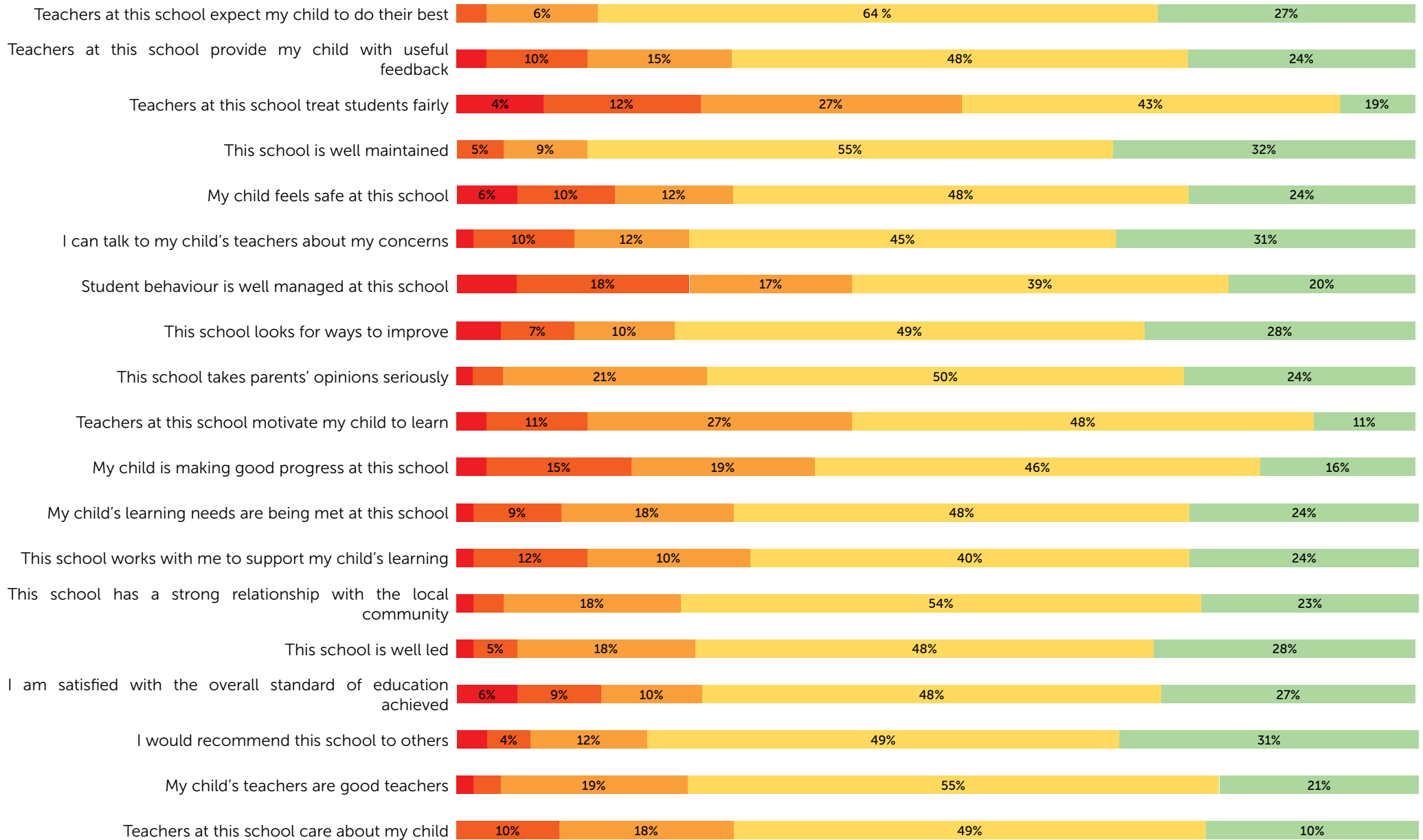
RESPONSES COLLECTED



STUDENT RESPONSES



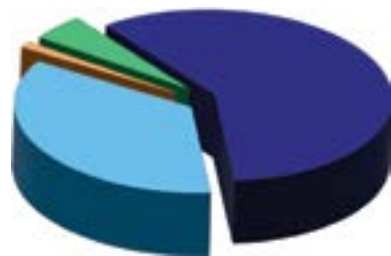
PARENT RESPONSES



FINANCE

REVENUE (AS AT DECEMBER 2025)

Revenue - Cash Allocation	Budget	Actual
1 Voluntary Contributions	\$88,256.50	\$88,256.50
2 Charges and Fees	\$566,297.30	\$566,047.30
3 Fees from Facilities Hire	\$5,236.35	\$5,236.35
4 Fundraising/Donations/Sponsorships	\$42,131.09	\$42,131.09
5 Commonwealth Govt Revenues	\$-	-
6 Other State Govt/Local Govt Revenues	\$-	\$-
7 Revenue from Co, Regional Office and Other schools	\$2,490.00	\$2,490.00
8 Other Revenues	\$100,098.61	\$97,543.05
9 Transfer from Reserve or DGR	\$110,604.09	\$110,604.09
10 Residential Accommodation	-	-
11 Farm Revenue (Ag and Farm Schools Only)	-	-
12 Camp School Fees (Camp Schools Only)	-	-
Total Locally Raised Funds	\$915,113.94	\$912,308.38
Opening Balance	\$240,835.00	\$240,835.00
Student Centred Funding	\$1,395,200.00	\$1,395,200.00
Total Cash Funds Available	\$2,551,148.94	\$2,548,343.38



Student Centred Funding (59%)

Locally Raised Funds (35%)

Other (5%)

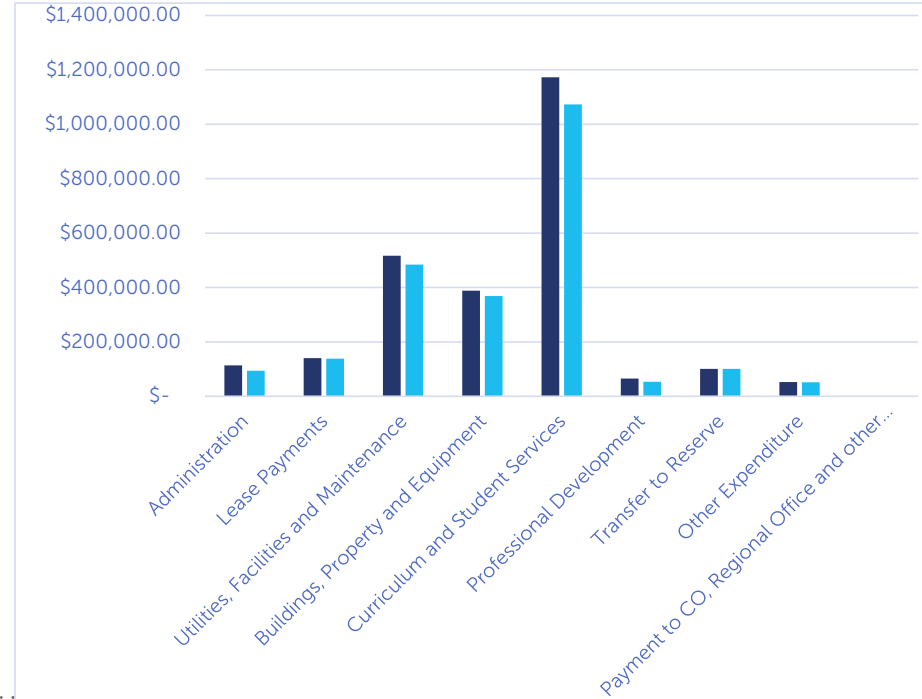
Transfers from Reserves (1%)

Other (0%)

EXPENDITURE (AS AT DECEMBER 2025)

Expenditure - Cash & Salary Allocation	Budget	Actual
1 Administration	\$113,291.46	\$94,279.53
2 Lease Payments	\$140,000.00	\$138,009.12
3 Utilities, Facilities and Maintenance	\$517,115.75	\$484,108.89
4 Buildings, Property and Equipment	\$388,422.76	\$368,576.38
5 Curriculum and Student Services	\$1,172,602.86	\$1,073,217.17
6 Professional Development	\$65,249.48	\$53,940.54
7 Transfer to Reserve	\$101,073.00	\$101,073.00
8 Other Expenditure	\$52,830.92	\$51,708.82
9 Payment to CO, Regional Office and other Schools	\$563.00	\$1,184.00
10 Residential Operations	-	-
11 Residential Boarding Fees to CO (Ag Colleges only)	-	-
12 Farm Operations (Ag and Farm Schools Only)	-	-
13 Farm Revenue to CO (Ag and Farm Schools Only)	-	-
14 Camp School Fees to CO (Camp Schools Only)	-	-
Total Goods and Services Expenditure	\$2,551,149.23	\$2,366,097.45
Total Forecast Salary Expenditure	\$13,583,872.48	\$13,583,872.48
Total Expenditure	\$16,135,021.71	\$15,949,969.93
Cash Budget Variance	\$185,051.78	

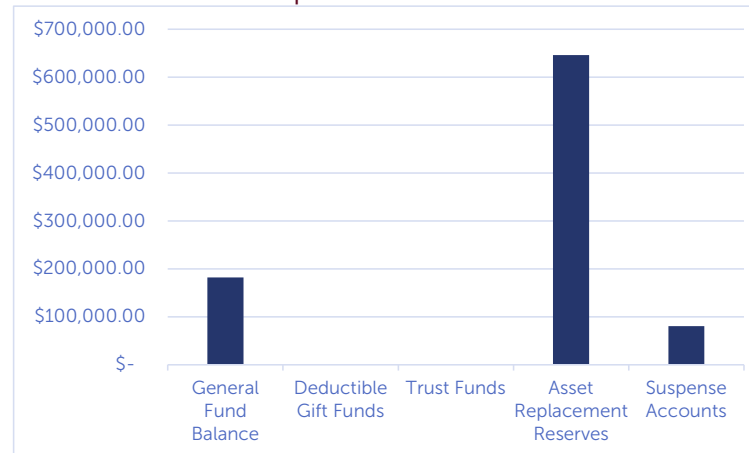
GOODS AND SERVICES EXPENDITURE - BUDGET VS ACTUAL



Cash Position

Bank Balance	\$909,003.74
<i>Made up of:</i>	
1 General Fund Balance	\$182,246.21
2 Deductible Gift Funds	-
3 Trust Funds	-
4 Asset Replacement Reserves	\$645,973.88
5 Suspense Accounts	\$80,783.65
Total Bank Balance	\$909,003.75

Cash Position Components





Inspiring *Self* Belief

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