

Bulli High School

Annual Report



2016



8878

Introduction

The Annual Report for 2016 is provided to the community of Bulli High School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Chris Gregory

Principal

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Message from the Principal

At Bulli High School we deliver the high quality public education that the community has come to expect. We are proud to be a comprehensive high school that caters to the needs of our students. At Bulli High School our highly qualified and experienced teachers motivate, engage and inspire our students to achieve personal best. We provide opportunities for students to succeed in whatever they do.

I acknowledge our parents who work with the school to ensure quality learning outcomes for students. The standard of uniform is high at Bulli High School and is strongly supported by our local community. Our students are respectful, co-operative and well-behaved. They are successful young people who are regularly recognised for their contributions and achievements academically, in the humanities and the sciences, in sport, music, performance, visual arts, community-mindedness and student leadership.

The school's Parents & Citizen's Association, led by President Mrs Barbara Brown, is committed to supporting student learning through not only fundraising but in working with the school, and operating the Canteen and Uniform Shop. Thank you to all our parents and community members for their ongoing support.

Chris Gregory

Message from the school community

On behalf of the Bulli High School Parents and Citizen's committee, I'd like to thank all those dedicated parents and citizens who supported our school through volunteering their time and energy over 2016. Their support enabled us to donate over \$22,000 to the school.

Bulli High School Parents & Citizen's Association meets on the second Wednesday night of each month during school term. The meetings start at 7 pm. Our Annual General Meeting is held in March. We have elected representatives as well as parents who regularly attend meetings. We are always looking for more parents to help us raise funds for the school.

The Parents & Citizen's Association worked hard to help raise funds through collecting donations at the Bulli Foragers Market, and catering at events such as the School Musical and Twilight Zone. All funds raised by the Parents & Citizen's Association throughout the year provide ongoing financial support to the teaching and learning needs of students, staff and faculty areas. The majority of income generated by the Parents & Citizen's Association came through the Canteen and Uniform Shop. The canteen has been able to once again maintain its high standards of food preparation and increase the choices for healthy food options. The uniform shop has been able to supply students with school uniform items in a timely manner and at a financially reasonable cost.

As well as fund raising, the members of the Parents & Citizen's Association also supported the school through

involvement with the Finance Committee, the Uniform Committee, Open Night, applying for Community Grants and Merit Selection Panels. The Parents & Citizen's Association were also involved in supporting the visit to the school by Japanese students from Furukawa Reimei Junior High School. The committee helped on barbecues for the Welcome Night for Year 7 students and parents, the Year 5/6 Expo night and on Open Night.

Money raised by the P&C was allocated to the school and was used for:

- *Creative Arts: display boards*
- *Green Team: wheelbarrows and other gardening equipment*
- *PA Equipment*
- *PHDPE: basketballs*
- *Dance Troupe: Transport assistance*
- *Library: E-book subscription*
- *Languages: Subscription to online site*
- *HSIE: Textbooks for new curriculum*
- *Careers: Subscription*
- *Marine Studies: New fish tank*
- *Student report Folders*
- *IT Consultant subsidy*

Bulli High School P&C look forward to another successful year in 2017.

Jennifer Coote,

Parents & Citizen's Association Secretary

Message from the students

Over the course of 2016, the Student Representative Council has worked with the staff, students and the community to undertake a number of initiatives. As always, a number of fundraisers took place, including a MUFTI day to raise money for cancer research. Historically, the Student Representative Council has made small contributions to try and help students travelling interstate and internationally to represent NSW or Australia in various sporting events. For the first time this year, a donation was made to a non-sporting pursuit as student Maeve Turner travelled to the United States to attend a program at the University of California (Berkeley).

A new initiative this year was forming a partnership with a local charity, *Need a Feed*. This is run on a voluntary basis and seeks to collect food and personal items for those in the community who are disadvantaged. In the latter half of Term 4, an orange collection bin was established in the school and students were asked to bring in donations of items including rice, pasta, long-life milk, soaps and deodorants and a range of other essential items. It was extremely pleasing to see the response of both students and staff, with an incredible range and amount of items donated. We were informed that Bulli High School became the number one collection point in the region during this time, which was a source of great pride. This is an initiative that the Student Representative Council plans to make an annual event in the time prior to Christmas, and will encourage everyone to give as generously next time.

The Student Representative Council led the school in raising \$750 for the Bulli Surf Life Saving Club (Bulli SLSC) Buy A Brick campaign. Bulli High School recognises the ongoing support our school receives whilst our students and staff take advantage of the school's unique geographical location. The Student Representative Council coordinator and members of the Student Representative Council presented the cheque to the club.

We also welcomed fourteen new students as SRC members, three of whom were elected into the School Leadership team. Four of the new students were from Year 7, who were voted in from a list of six candidates. Elections were also held for other year groups and seven new students joined to represent Years 8, 9 and 10. A number of students also departed the SRC this year, and they are sincerely thanked for their service to the school.

We look forward to 2017 where the SRC plans to continue its good work, and thank staff and students for their continued support.

School background

School vision statement

Bulli High School aims to challenge students to develop their potential and to prepare them for accepting a productive role in the community, through a relevant, contemporary curriculum, interesting extra-curricular experiences and a caring environment.

School context

Bulli High School is a comprehensive high school situated in the northern Illawarra. It has a proud tradition in the community for excellence in academic, sporting and cultural pursuits. Students are encouraged to reach their full potential and become community minded citizens, in a spirit of respect responsibility and integrity. The school works closely with its feeder schools in the Seacliff Community of Schools to develop continuity of educational programs for K – 12.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

On 1st September, 2016 our school participated in external validation. In preparation for this meeting the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, our on-balance judgement is that Bulli HS is **Sustaining and Growing**.

Bulli High School has made a strong commitment to our student learning culture particularly through our projects of Personal Best, Aboriginal Education, Communications & Systems, and BYOD. An increased emphasis on student engagement across the whole school has resulted in a cultural change in student connectedness and the school *Sustaining and Growing* in Learning Culture and Wellbeing. We have identified that our NAPLAN results need to be stronger to achieve a greater proportion of students achieving at high levels. In all year groups, we recognise the need to move our students from the middle to higher achievement levels, hence the continued implementation of ALARM and a renewed focus on literacy and numeracy. We have identified a greater emphasis to be placed on students reflecting on their own learning and supporting students to take responsibility for their own learning. We have determined that we are *Sustaining and Growing* in Curriculum and Learning, Assessment and Reporting and Student Performance Measures.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, our on-balance judgement is that Bulli HS is that we are **Sustaining and Growing**.

Teachers regularly review and revise teaching and learning programs and content. We are proudly developing a strong culture of teacher self-evaluation and reflection on teaching practice and effectiveness through targeted professional development and the continued connections within our wider professional networks. We have identified expertise within staff and teachers work together in a collaborative environment to sustain and share quality teaching practices. We have determined we are *Sustaining and Growing* in Data Skills and Collaborative Practice. A greater focus on improved teaching methods in literacy and numeracy has been identified. The emphasis on developing teacher performance was clearly articulated in our school plan. The school is committed to supporting teachers to demonstrate personal responsibility in maintaining and developing their professional standards. Our analysis has identified the need to

articulate the use of evidenced-based teaching strategies. We have determined we are *Sustaining and Growing* in Effective Classroom Practice, Learning and Development and Professional Standards.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, our on-balance judgement is that Bulli HS is **Sustaining and Growing**.

A culture of high expectations is known in our community, community engagement is supported and as a school we are beginning to see measurable whole school improvement with improved attendance data, value added and HSC results. Our school projects are integral to our school planning and are regularly reviewed and milestones completed every five weeks. School resources are well managed and strategically planned to provide facilities and curriculum structures which support learning and student achievement. The changes made through our project Communications and Systems Effectiveness have resulted in improved systems across the school. The emphasis is on Teaching and Learning. We are Sustaining and Growing in Leadership, School Planning, Implementation and Reporting, and School Resources. We are also Sustaining and Growing in Management Practices and Processes and are committed to strengthening an even deeper level of parental engagement.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Responsible and engaged learners

Purpose

To continue to develop a school culture which values and supports personal best and student learning through optimising wellbeing and promoting active student engagement.

Overall summary of progress

An increase in student engagement was evident with overall increases in student attendance. Students enthusiastically embraced the new School House structure. Personalised Learning Plans were completed for all Aboriginal students with all four Year 12 students successfully completing the HSC. Teachers collected work samples which demonstrated an improvement in student writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in student engagement and independent learning	<p>A slight but worthwhile improvement in student attendance was noted in 5 of the 6 year groups. Large numbers of students volunteered to assist at school functions during and out of normal school hours.</p> <p>The use of the library and the senior study improved with teachers commenting on the positive behaviour and attitude of students during independent study periods.</p>	\$15 000
Aboriginal student PLPs completed and utilised to improve student engagement and learning outcomes.	All Aboriginal students had completed PLPs. All four HSC students successfully completed the HSC. Strong Year 9 growth was recorded in NAPLAN data.	\$1000
Increased value measured data, teacher feedback on writing improvement, student feedback	A greater emphasis was placed on the analysis of data of NAPLAN data, strong analysis of SMART data and RAP data was maintained with increase in the number of teachers accessing the RAP package .	—

Next Steps

In 2017, Bulli HS will continue the focus on achieving personal best and further support student achievement with a greater emphasis on literacy and further embedding ALARM into programs and assessment. The school aims to complete the Aboriginal mural with Aboriginal elders working with our students and teachers. The Mindmatters Team working with the Wellbeing Team will support student learning and resilience.

Strategic Direction 2

Professional and innovative teaching practices

Purpose

To develop a culture of effective and innovative practice where staff collaborate in implementing technology in student learning. Teachers are engaged and supported in their own ongoing professional learning to implement quality and innovative teaching practices.

Overall summary of progress

All teachers completed their Performance & Development Plans which linked their identified goals with their professional learning needs. Lesson observations were completed and demonstrated the benefits gained by teachers receiving feedback and reflecting on their teaching practices. Teachers were supported to provide quality lessons which incorporated and used technology in a meaningful way. Teachers participated in professional learning and used technology to best cater to the needs of individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers have Performance & Development Plans to support their ongoing learning.	All teachers completed plans and lesson observations. Teacher review comments on PDPs indicated that many teachers found the process rewarding and the lesson observations worthwhile. Professional Learning funds were utilised to support teachers to achieve their goals.	\$40000
Increase in teacher and student confidence in utilising and integrating learning technology	Faculty areas wrote the use of meaningful technology into Year 7 programs. Teacher confidence increased with the enhanced wifi system installed across the school.	\$17 000
All teachers address the learning needs of students through differentiating of curriculum.	Teachers across five faculty areas worked with a supporting teacher to review and modify lessons and assessment tasks. Teachers participated in PL on the Literacy Continuum. The formation of a smaller Year 8 class provided students with extra support resulting in a much more settled and engaged group of students.	\$10 000

Next Steps

Teachers will set their personal goals and will be further supported to complete lesson observations. Professional learning will have a focus on literacy and catering to the individual learning needs of students. Technology will be used as a tool to continue to improve student learning and an app purchased for all students to utilise to improve spelling.

Strategic Direction 3

Dynamic educational relationships across our school community

Purpose

To enhance a culture of collaboration, communication, and organisational practices that support students to fulfill their potential.

Overall summary of progress

Communication systems with parents were improved and supported by data showing increased numbers of parents viewing the school website, registering with e-news and interacting with Facebook. Students and parents utilised Millennium to complete subject selections and book parent/teacher interviews. The newsletter was used to articulate school expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Systems and processes are known and understood by students, parents, staff and community	More efficient use of the Millennium system has been achieved with more accurate roll marking, use of features such as elective choice and subject selection. Continued use of recently purchased timetable system has resulted in an improved school timetable.	\$7000
Increased student and parent level of satisfaction of communication between school and home.	Data showed increased numbers of parents were utilising Facebook, the school website, reading the newsletter. Anecdotal parent feedback was very positive. The school received very favourable comments regarding the standard of community events including information nights and formal assemblies.	\$3000

Next Steps

Bulli High School will be introducing a day in Term 1 for Year 5 primary students replacing the Adventure Program. Further curriculum links to be established. Potential Leaders Program, a joint primary and secondary project, will be introduced with the aim of developing the leadership skills of students. Strong communication strategies will continue. Modified break times will be introduced. Expectations of students will be more explicitly communicated to students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have completed PLPs. The Aboriginal Education team meets regularly to implement strategies to support student learning and achievement. The school enjoys strong relationships with our Aboriginal community. Four students successfully completed the HSC, one being accepted into ArtExpress. Aboriginal students achieved strong results in the HSC and NAPLAN and have very good attendance records. A mentor was employed to work with students.	\$12474 plus residual Individual Sponsorship funds.
English language proficiency	Funds were utilised to provide teacher relief for lesson observations. Many teachers had identified catering to the needs of individual students as a goal in their PDPs.	\$6240
Low level adjustment for disability	SLSOs are employed to support students in the classroom and to participate in school activities. An extra LaST was employed throughout the year to work with teachers to modify classwork and tasks for students.	\$46 102
Socio-economic background	Funds were used to support the activities of the school Project Teams within the School Plan.	\$45941
Support for beginning teachers	Beginning Teachers funds provided teacher release. Beginning teachers worked with mentors and utilised the time to complete professional learning and participate in an induction program.	\$43 078

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	414	432	426	456
Girls	374	377	396	403

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93	93.4	93	93.6
8	89.5	91.7	89.5	91.3
9	89	90	89	88.5
10	86.3	87.8	86.7	87
11	88.2	87.8	85.6	89.6
12	88.2	89.6	86.9	90.1
All Years	89	90.2	88.6	90.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	5
Employment	4	1	18
TAFE entry	0	1	9
University Entry	0	0	61
Other	93	96	0
Unknown	3	1	7

Year 12 students undertaking vocational or trade training

A total of 17 students completed Hospitality, Entertainment and Construction vocational courses at school.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 100 students successfully completed the HSC including one student in the Black Diamond Learning Centre, Autism Unit

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	2.3

*Full Time Equivalent

Two teachers identify as Aboriginal at Bulli High School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	11

Professional learning and teacher accreditation

Bulli High School received \$ 54 084 for Professional learning in 2016. Funding was allocated to teacher–

identified professional learning, which included school-based projects, curriculum based learning, regional networks and professional development accessed through registered courses.

Bulli High School teachers were supported in the process of developing their Professional Learning Plans, aligned to the goals identified in their Professional Development Framework. These goals and plans were used to prioritise professional development opportunities that staff were able to access at whole-school, faculty, school project team and individual levels. Teachers participated in a range of compliance training, teacher-identified professional learning, registered and non-registered courses, which included: CPR and Emergency First Aid, E-learning modules for Anaphylaxis and Emergency Care, Code of Conduct, Working With Children Check, technology, wellbeing, syllabus implementation, differentiation, literacy continuum, SMART and Rap data analysis, HSC marking, quality assessments, mentoring and growth coaching, leadership and career development.

Both permanent and casual teachers and SAS staff completed mandatory training and compliance. All SAS staff attended the SAS Conference in Term 2. Teachers worked with the 'What Works Best' modules, evaluating and planning for quality classroom practices in 2017. The Executive team attended an overnight weekend professional learning conference in Term 1.

On Day 1 of Term 2, Bulli high School teachers worked with colleagues from the region in their Curriculum Networks (CNI) focusing on a range of priority areas within each curriculum area, for example, innovative technology in the English syllabus. Six of our Bulli High School Head Teachers led many of these faculty CNI development days in their capacity as CNI co-ordinators or lead teachers. The entire executive body attended the inaugural CNI Conference for co-ordinators held at Figtree High School in Term 4, which was focused on collaborative and innovative practices for leaders.

Bulli High School continues to ensure that Early Career teachers work closely with their supervisors, mentors and the Head Teacher Teaching and Learning, to complete the Induction Program and work towards developing their evidence and annotations for their Accreditation application.

In 2016, twenty-four Bulli High School teachers were Working Towards Accreditation, seven of who are Early Career Teachers (ECT) attracting funding under the Department of Education's *StrongStart, Great Teachers* scheme; of which five are currently seeking Accreditation at Proficiency, one achieved Accreditation at Proficiency, and another is Maintaining Accreditation at Proficiency level. Further to this, six temporary and casual teachers were working towards seeking Accreditation at Proficiency, of which two were able to successfully achieve their Accreditation at Proficiency in 2016. Of the remaining eleven, eight are working towards their Maintenance Accreditation at Proficiency level and three have successfully achieved their Maintenance Accreditation at Proficiency level. Five permanent staff members, executive and class

teachers, are continuing to work towards achieving the voluntary Accreditation at the Highly Accomplished level, with a commitment to submit their application in 2018 – 2019.

Bulli High School supports all their teachers, permanent and casual/temporary staff, to engage in professional learning and ensure that all compliance training and certification are accessible and current. In 2016, on top of the professional learning days allocated, a range of professional learning experiences and opportunities took place at after-school Professional Learning workshops, and at the lunch-time 'Professional Communities and Conversations' sessions. Participation in professional learning was surveyed where 85% of staff identified that the professional learning experiences were valuable to their professional development, engagement with their curriculum, and supported them in meeting their PDF goals.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	666 687.79
Global funds	540 088.00
Tied funds	450 469.05
School & community sources	511 504.00
Interest	15 906.88
Trust receipts	67 833.41
Canteen	0.00
Total income	2 252 489.13
Expenditure	
Teaching & learning	
Key learning areas	178 019.52
Excursions	127 074.12
Extracurricular dissections	67 204.58
Library	4 224.40
Training & development	5 586.16
Tied funds	355 053.75
Short term relief	196 957.91
Administration & office	125 605.05
School-operated canteen	0.00
Utilities	102 661.01
Maintenance	38 703.57
Trust accounts	105 979.02
Capital programs	80 733.86
Total expenditure	0.00
Balance carried forward	2 252 489.13

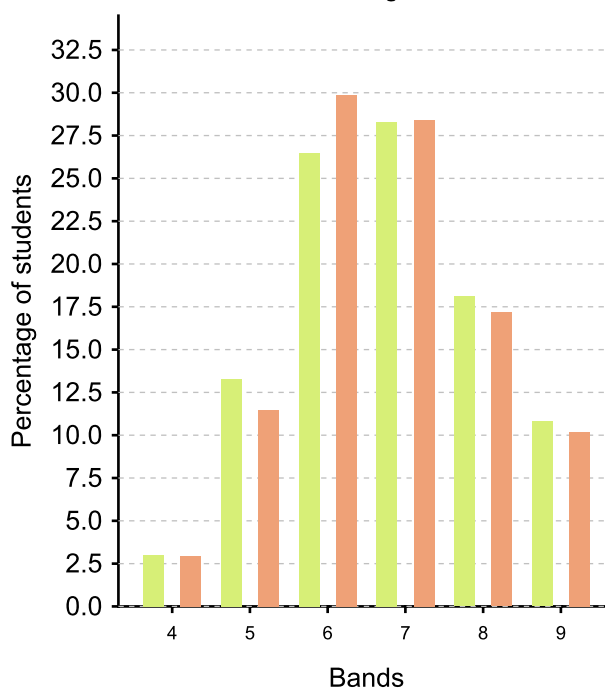
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

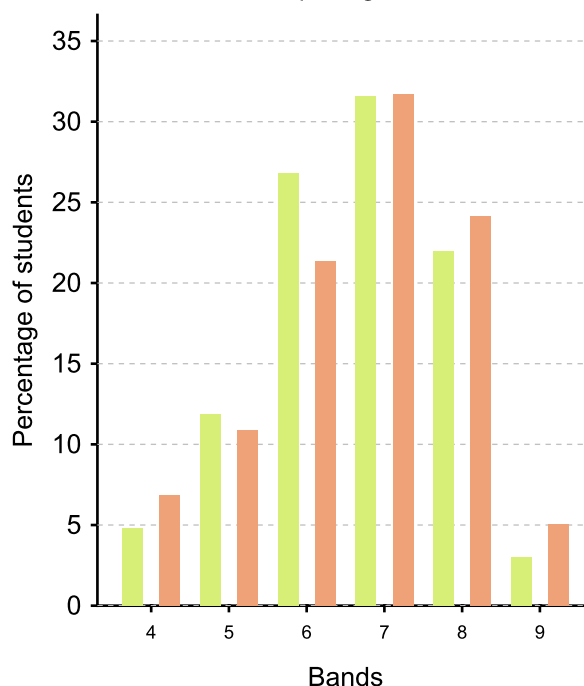
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

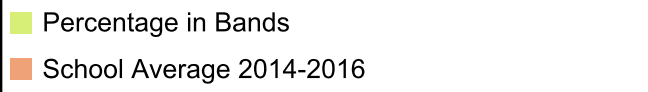
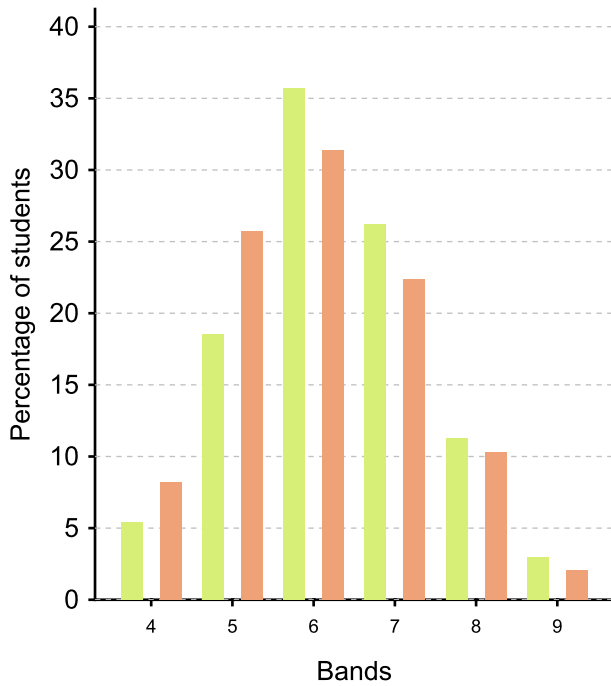
Percentage in bands:
Year 7 Reading



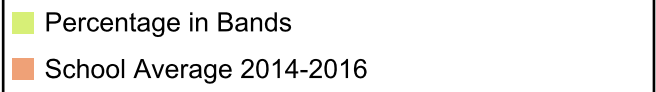
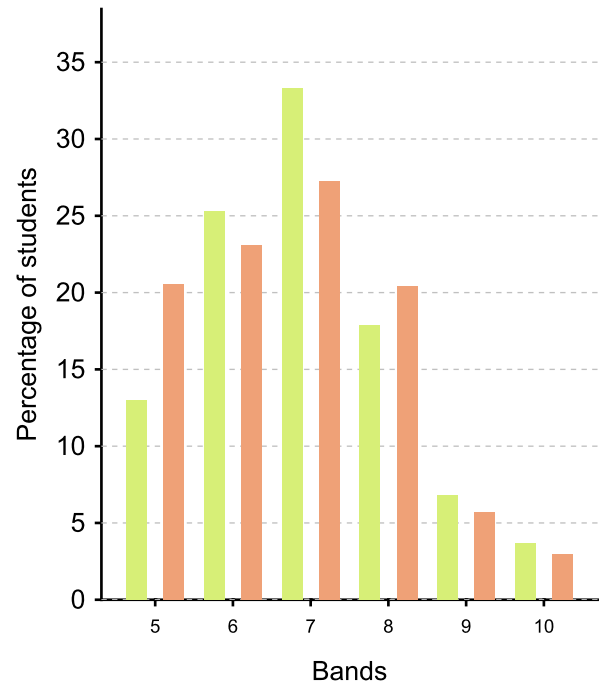
Percentage in bands:
Year 7 Spelling



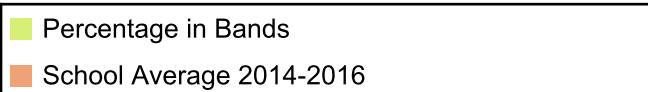
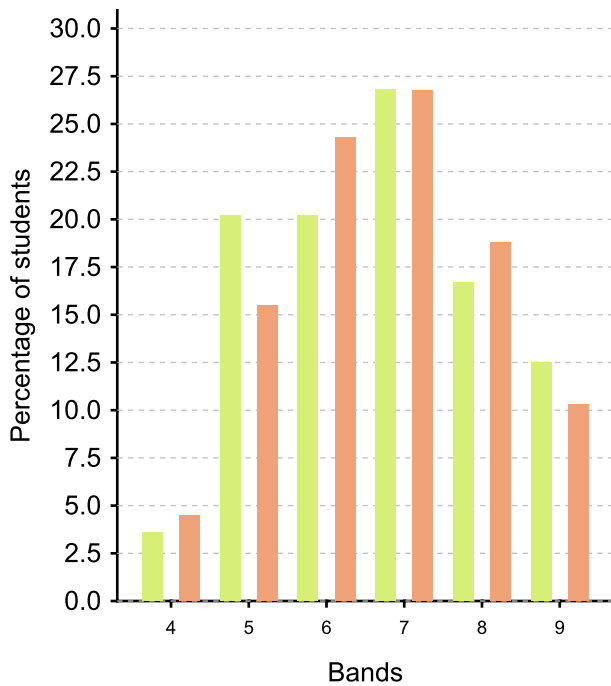
Percentage in bands:
Year 7 Writing



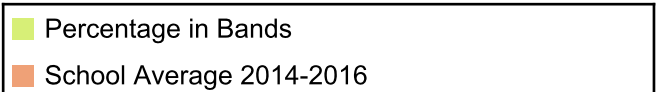
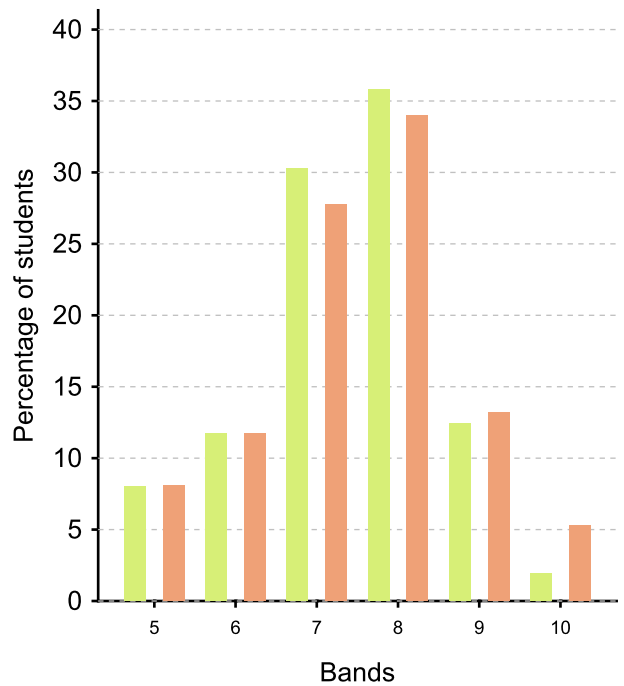
Percentage in bands:
Year 9 Writing



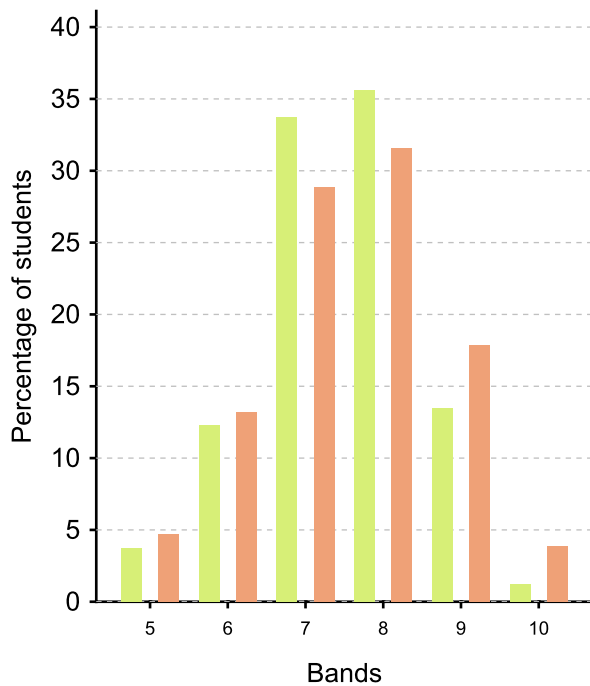
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

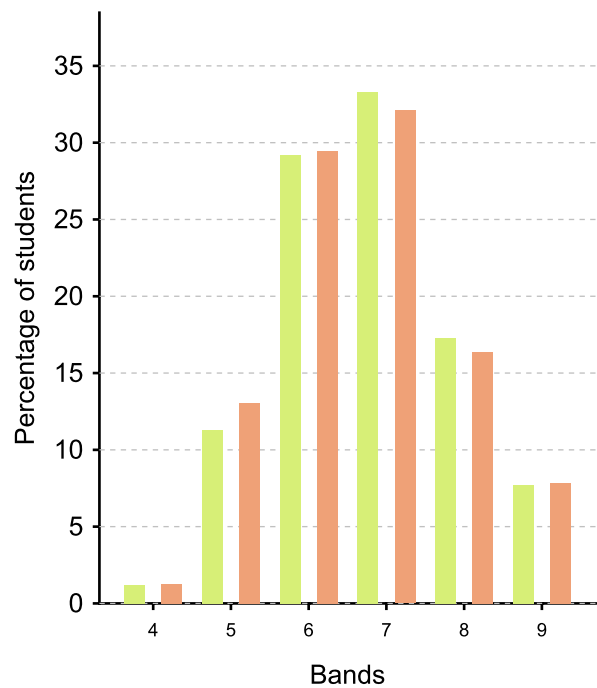


Percentage in bands:
Year 9 Reading



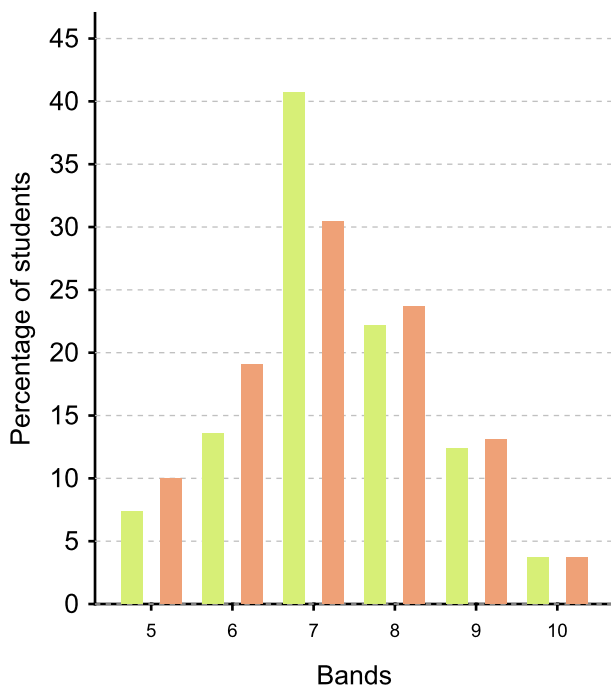
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



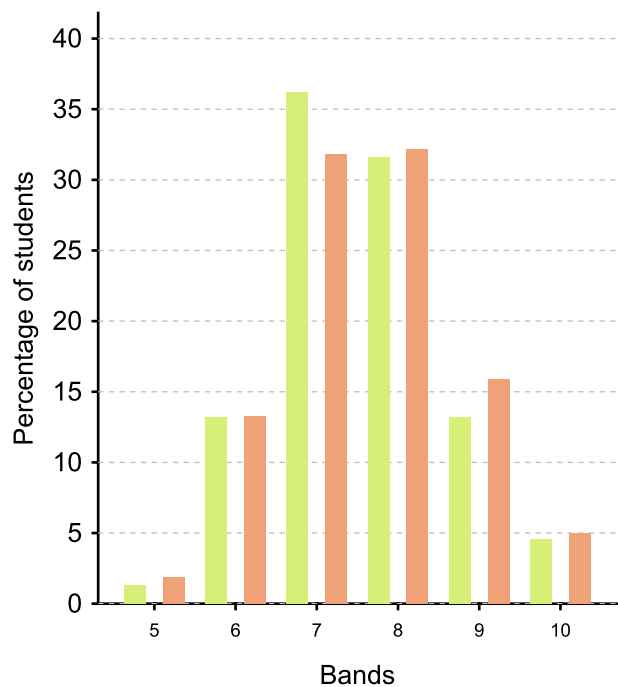
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

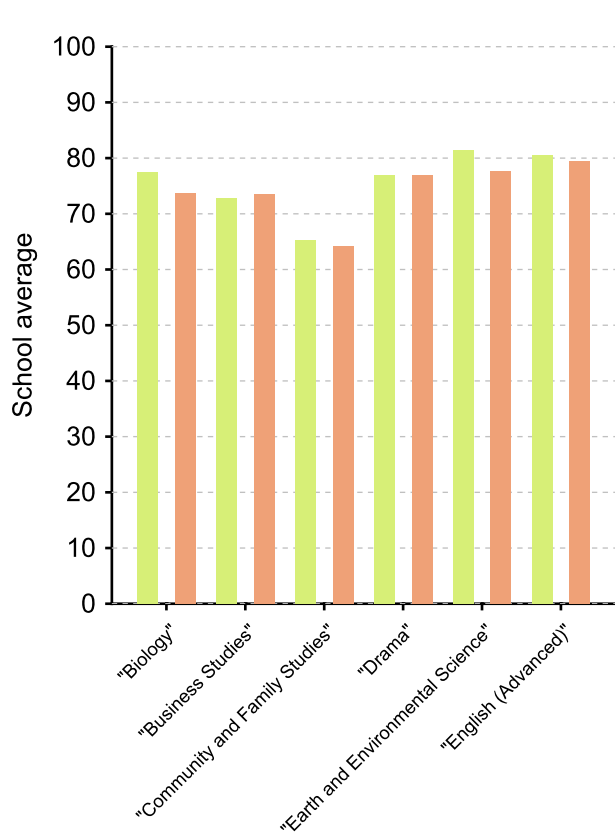
Percentage in bands:
Year 9 Numeracy



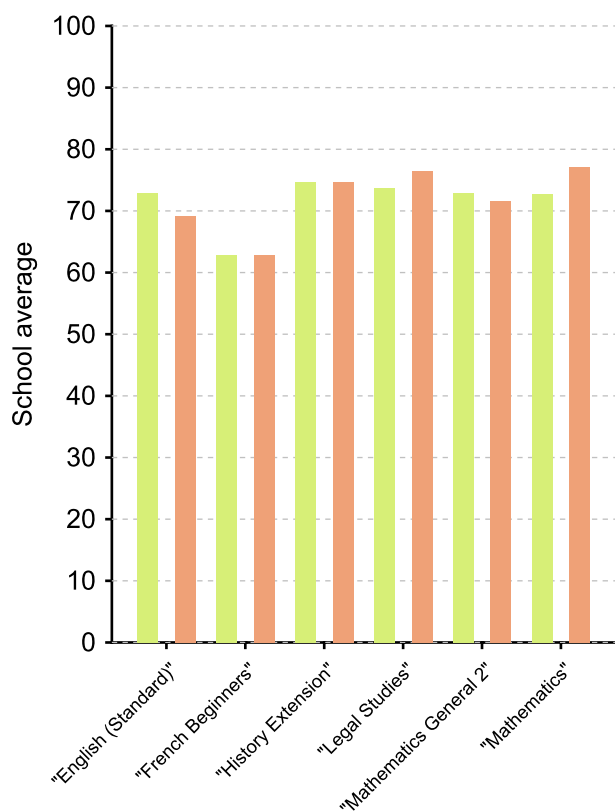
Percentage in Bands
School Average 2014-2016

Higher School Certificate (HSC)

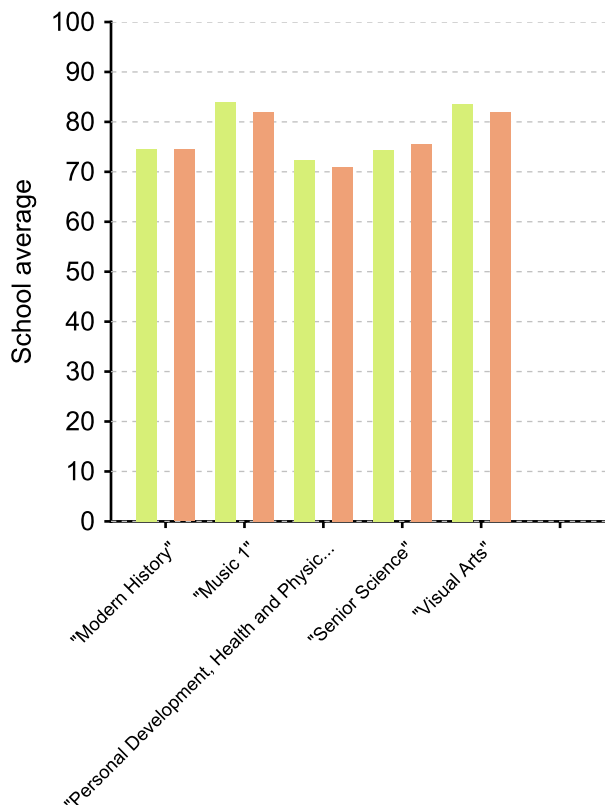
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

In 2016 the Year 12 Exit Survey was used to review student satisfaction levels at Bulli High School. Students responded to over 30 questions on topics regarding working with their teachers, to learning in classrooms and their ability to manage the HSC. Students were also able to comment. Overwhelmingly the results were very positive with the majority of Year 12 students responding with Always or Mostly to the majority of questions indicating high levels of satisfaction. Students indicated they feel safe and secure at school and that their teachers have expected high standards of work, their teachers have taken a personal interest in them, they have been challenged, difficult subject matter has been presented in ways that are understandable, and they feel proud to have been a student at this school. Positive comments included the effectiveness of the Mentor Program, praise for their teachers, improved tone of the school including student behavior and presentation. Students also noted the enhanced community spirit including connections with our Aboriginal community. Students noted a strong emphasis has been placed on uniform.

In 2016 the school aimed to improve communication with our parents and the community resulting in increased levels of parent satisfaction. Parents have commented regularly throughout the year that the school website is easy to access, and automated electronic reports to the school show between 700 and 1300 views of the website each week. Parents have commented on the high standard of the school newsletter and the flow of information through Facebook updates and regular e-news. In 2016 Year 6

parents were added to the e-news facility significantly improving communication practices during the Year 6 into Year 7 transition period. Parents have enthusiastically embraced the Millennium subject selection and parent/teacher evening bookings sheet online capability resulting in much improved systems.

As part of the School plan, improved systems within the school for teachers and SAS staff were identified. Throughout the year, Millennium, the school's administration system has been used more effectively and efficiently to support teachers in their daily work. Technology capability was reviewed, resulting in improved technological access. Greater emphasis on administration practices has resulted in more accurate and reliable roll marking procedures reducing inaccuracies and reducing teacher and administration frustrations.

Policy requirements

Aboriginal education

Bulli High School is committed to improving the educational outcomes for our Aboriginal students. The Aboriginal Education Team meets regularly to ensure the needs of all students are being addressed.

During 2016, Bulli High School participated in a number of cultural, community and educational events. These included:

Community Morning Tea held in May in the Wadi Wadi Garden. It was attended by Indigenous students with an invited friend, members of AIME, NIAECG, Aboriginal Elder Uncle Richard Archibald, parents and teachers of Bulli High School. Professional Learning sessions were held with staff, Aboriginal students achievement recognised and celebrated.

NAIDOC Assembly was held and included the Waniora Public School choir who sang the National Anthem in Dharawal language and in English. Indigenous players from the Dragons attended and spoke of current issues in the Aboriginal community. A powerpoint presentation highlighted the achievements of Aboriginal people throughout history. A morning tea followed.

COS Games Day: Year 10 PASS class participated in a Traditional Aboriginal Games Day being held throughout the Seacliff Community of Schools. 29 students represented Bulli High School across seven primary schools.

AIME: students participated in AIME held at the University of Wollongong throughout the year. Students from Year 7 –12 students attended full day sessions and Years 11 and 12 students attended three full day sessions.

Northern Illawarra Aboriginal Consultative Group(NIAECG): Bulli High School is represented at every scheduled AECG meeting. We value a strong working relationship built on trust and respect. Bulli High School representatives worked closely with NIAECG for the establishment of the inaugural Deadly

students were recognised for their educational achievements.

Mentoring: A number of students were assisted in a variety of ways including academic advice, academic assistance, personal issues, distance education Aboriginal Studies, attendance and guidance, funded through Individual Sponsorship.

Personalised Learning Plans (PLPs) completion. PLP's were completed for all Aboriginal students at Bulli High School. These were made available on the T Drive for all staff. Contact was made at the Year 7 camp at the beginning of the school year and on Orientation Day the previous year to assist with transition to high school.

Newsletter: Bulli High School values the strong respectful relationships that exist with our Aboriginal families and the wider community and includes contributions to the newsletter on a regular basis.

Students and teachers worked closely with elders from Coomaditchie throughout the year to establish a mural for the Wadi Wadi garden. The mural is based on a local story telling and history. The mural will be completed in 2017. Students attended a camp organised by the University of Wollongong. Four students successfully completed the HSC. NAPLAN results for Year 7 & 9 were outstanding and indicated strong growth for individual students.

Multicultural and anti-racism education

Nine percent of students at Bulli High School are from a non-English speaking background. The main thrust of the school multicultural education policy has been through the curriculum and the continued refinement of the bullying and harassment programs. Multiculturalism is promoted and supported through curriculum perspectives and is a cross-curriculum focus in the new curriculum introduced in English, Mathematics, Science and Human Society and its Environment. Through the anti-bullying and anti-harassment programs the understanding of other cultures is nurtured and the need for acceptance of individual differences is stressed.

Bulli High School once again hosted a group of 18 students from Furakawa Remei Junior High School from Japan for a six day cultural exchange in March. This visit provides a valuable opportunity for our students to learn about the Japanese culture and for our visitors to improve their spoken English. Students gain a greater knowledge of global communities and a deeper understanding of foreign cultures through language classes.

Year 7 students study an Asian Language (Indonesian) in Year 7 and a European Language (French) in Year 8.

Bulli High School has an anti-racism contact officer (ARCO) who works with students regarding tolerance of others.

Other school programs

Student Wellbeing

This year the Student Welfare Team changed their name to the Wellbeing Team. This small change is to signal our change in focus. We aim to support students to prevent issues happening, to promote positive mental health and build resilience and connectedness. The main initiatives in 2016 were:

The inaugural Wellbeing Conference. This allowed the team to meet off campus and plan out our year's goals.

Introduction of the Mindmatters framework including surveying staff, students and parents. Several members of the Wellbeing team attended MindMatters training sessions. Appointment of a Mindmatters co-ordinator through merit selection

New House launched. This included the introduction of a fifth house. We now have house banners and a perpetual shield for the winning House. Students have been enthusiastic about earning points through a number of different activities. Peer Support ran successfully with Year 10 students assisting Year 7.

New blazers for students involved in school representation.

Year 9 outdoor camp for disengaged boys.

Regular good news stories celebrating student achievements

The Black Diamond Learning Centre (Autism Unit), Special Education Faculty

In 2016 the three classes designed to cater for students from Years 7–12 (Stages 4 to 6), were comprised of five students in Year 7, eight students in Year 8, one in Year 9, three in Year 10, two in Year 11 and one Year 12 student. The BDLC space has made a huge difference to the students by facilitating 'best practice' curriculum delivery, increasing student engagement and improving learning outcomes. Mr Bevan and his students have established a productive vegetable garden and improving the surrounding gardens is an ongoing project.

In 2016, core subjects were taught by specialist support teachers following a combination of Life Skills and Regular Curriculum. Regular Technical subjects and Art, are taught in specialist rooms by mainstream teachers. Some of our senior students are integrated into mainstream classes. All curriculum and general education needs are determined through consultation with parents/carers during regular Review meetings and recorded in Individual Learning Plans

Students in the BDLC are given opportunities to integrate by attending school sport, assemblies and mainstream roll call and via electives, from Year 9 onwards. Our students attend all whole school events such as award ceremonies, athletics, swimming and cross country carnivals, are eligible to join school clubs

such as the Green Team, as well as attending applicable year group excursions and camps. Some students also participate in the AIME program. Our Year 10 students participated in the Flagstaff Vocational Pathways and Mock Interview programs and one Year 10 student was involved in individualised work experience. Integration and participation in programs are dependent upon the consultative process that determines student readiness, ability and educational needs. The Special Education Faculty at Bulli High School, embraces the belief that everyone is an individual with diverse needs that must be understood and supported. Staff respect and cater for diversity and adjust curriculum delivery accordingly. Through our programs, we cater for individual student academic, social and emotional needs, to minimise educational barriers and maximise achievement.

Central to the ethos of the Special Education Faculty of Bulli High School is the element of collaboration. We believe that all students can reach their potential with the development of strong communication links between the school, parents/carers, external agencies and the wider community.

Science Report

This year saw the introduction of Marine Studies as a Year 9 Elective subject. It proved to be a very popular choice with students with 2 full classes operating throughout 2016. Students have engaged in a variety of activities including water safety, snorkelling, fishing and preparation and cooking of seafood. They went to Bass Point where they engaged in snorkelling activities and paid a visit to the Sydney aquarium. The course is very popular with the students and there will be two more Marine classes in 2017.

Aligning with the school's Strategic Direction 1, the ALARM strategy has been embedded into several junior Science programs and assessment tasks. The improvement in the quality of written responses has been very evident. The Year 7 Semester 2 program was also adjusted in response to the introduction of the BYOD program, a key project under Strategic Direction2. Several research, webquests and interactive activities were included to allow students to engage in learning using their devices. Responding to Strategic Direction 3, Science hosted Year 5 students from our Community of Schools for a "Forensic Frenzy" practical experience on three occasions. Students were engaged and enjoyed the variety of analytical investigations undertaken to solve their given scenarios.

Due to the increased number of Science classes both in junior Science and senior elective subjects, it has been difficult to assign laboratories to all classes for all lessons. One of the Preparation rooms has been converted into a Senior Laboratory able to accommodate up to 15 students. It has been fitted out with a digital projector and screen, several whiteboards and a practical area. It is an ideal learning space for the smaller classes and ensures more flexibility in the allocation of laboratories to Science classes.

Craig Hennessy was this year's recipient of the

prestigious Victor Chang Award in recognition of his outstanding academic ability In Year 11 Physics and Chemistry. In the October school holidays, a group of 8 Year 11 Science students went on an excursion to Melbourne. They were accompanied by Mrs Julie Swain, Mr Ken MacKenzie and Andrew Dipuglia from the University of Wollongong. The trip was organised by Associate Professor Michael Lerch from UoW and Ms Lang. A very busy 3 day schedule comprised of guided tours and the opportunity to speak to scientists employed and studying at the various facilities listed below. School of Biomedical Sciences, Monash University, The Australian Synchrotron, The Melbourne Centre for Nanofabrication, The Physics Department, Melbourne University, The Peter MacCallum Cancer Care Centre.

Sport

Bulli has once again had a successful year across the entire sporting calendar. The students were competitive in all three carnivals and were well represented in a number of South Coast teams. Outstanding results in Swimming include: Edward Hamaty – 100 Breaststroke & Butterfly and the 200 Individual Medley, Ally Thomas – 100 Breaststroke, Zachary Joseph-Wood – 400 & 100 Freestyle, Kate Dryden – 400, 200, 100, 50 Freestyle, 100 Backstroke, 100 Butterfly and 200 Individual Medley, Liam Jenkins – 200 & 100 Freestyle, 100 Backstroke, 100 Butterfly and the 200m Individual Medley. A healthy sized Cross-country team travelled to Nowra for the South Coast carnival with the following students qualifying for CHS at Eastern Creek Race Way: Darci Air, Ky Air, Jed Ashton, Bianca Elphic, Kyle Eskridge, Isaac Rafferty, Sean Ritter, Ryan Sutcliffe. Jake Payne and Ally Thomas went on to represent at the Combined High Schools Carnival.

The Bulli High School Athletics team was once again very strong. This year we had a large team representing across every track and field event at Bruce Stadium, ACT. Notable performances include: Brianna King 400m, Alyssa Abbott 80m Hurdles, Siarn Rowcliff High Jump, Jazmine Yew Triple Jump, Yvette Avery, Leanne Jackson, Gabrielle Jordan & Jazmin Yew in the 17+ Girls 4 x 100m Relay and Todd Methvan – High Jump & Triple Jump.

Grade Sport has been reinvigorated and re-established thanks to the new central venues format. The new format has been adopted for the past two years and has contributed to a more efficiently run competition, with more students now able to be involved and a considerable increase in the number of games being played. Unfortunately, the weather interrupted a number of rounds this year, however, did not deter Bulli students with a handful of teams making the finals. In 2017 students will re-pick a recreational sport in Term 1. This sport will be the sport that they will return to in Term 4. During Terms 2 & 3 Students are encouraged to trial for a grade sport and reap the benefits of being a part of a school sporting team. Well done to all the students who have contributed to the sporting life of Bulli High School in 2016.

Duke of Edinburgh Award

In 2016, 31 students from Years 9 through to 12 were actively involved in the Duke of Edinburgh program. By the beginning of December, 15 bronze and 8 silver awards were completed, a significant increase from 2015. Students in the bronze and silver programs completed their hikes in the Royal, Heathcote and Morton National Parks. Gold level participants began working towards their hikes in Central Australia, 2017, completing a preparation training hike in Bundeena. All students in the Duke of Edinburgh program have participated in a wide range of activities in the community to achieve the required hours in the Skill, Service and Sport component of their award.

STEM

2016 has seen Bulli High School establish itself as one of the premiere STEM schools in the region. We have further improved our STEM curriculum resources with the addition of sublimation and image transferring software and hardware resulting in a wider range of technological applications readily available for students' curriculum projects. We have excelled in regional and state competitions, highlighted with State Champions in the NSW Aeronautical Velocity Challenge and the first ever team from the Illawarra qualifying for the F1 in Schools National Finals. Our students have also received significant recognition in the University of Wollongong STEM competitions, with students winning awards in; Year 11 and 12 Design and Technology, Year 9 iSTEM, integrated STEM projects and Year 7 and 8 Technology Mandatory. Enrolments in STEM electives in Stage 5 and 6 have increased and encouragingly, over 60% of students involved in extra curricula STEM competitions have been female students. Finally, our STEM projects and mentoring have engaged with almost all of our partner primary schools through ongoing student mentoring programs with team leaders from Bulli High School leading stage modified student activities including; F1 in Schools, Small Schools Coding Challenge, Bottle Rockets, Propellor Powered Planes and the NSW Aeronautical Velocity Challenge.

Creative and Performing Arts (CAPA)

The Creative and Performing Arts provides students with a broad range of learning opportunities both within and outside the classroom setting. Student learning opportunities are diverse and enriching, catering for a range of student abilities and interests. These experiences include both classroom and extra-curricular opportunities such as Visual Arts, Dance, Drama, Film and Video, Photography and Digital Media, Visual Design, VET Entertainment, Music and musical production, and Choral group.

The Creative and Performing Arts Faculty has consistently achieved HSC results above state average. Visual Arts students achieved outstanding, above state average, results. In 2016 four students were nominated for Art Express. Congratulations to Alinta Maguire of Year 12 who was successful and had her exceptional drawings exhibited at the Hazelhurst Regional Gallery and Arts Centre. Bulli High School has been represented at the prestigious exhibition for over 21 consecutive years and we are very proud of

students and their achievements.

A selection of Visual Arts students from Years 8 to 10 participated in Plein Air painting workshops and as a result Blake Douglas and Ciodhna Maguire won the student category of the NSW Parliament Plein Air Painting Prize.

Year 9 student Lachlan Starling was awarded The Moran Contemporary Photographic Prize of \$3000 to put toward his emerging photographic practice and \$3000 for the schools Photography department. With this significant contribution the Creative and Performing Arts faculty was able to purchase two GoPro Hero 5 cameras and two new Canon DSLRs which are available for students to use in their art making.

Continual exhibition of a selection of exceptional student work at The Point Street Café is part of a community encouragement award and is enthusiastically received by the local community with offers being made for purchases and commissions by patrons of the local business. Maeve Couch of Year 11 sold her Bulli Archibald portrait of Drama teacher Lachlan Macnab, after exhibiting in the space.

Community support for the CAPA faculty continues to be strong and vibrant with record numbers attending our HSC Showcase exhibition and opening nights for exhibitions throughout the year in the Short Gallery.

Final Cut Film Night continues to showcase the work of students studying Photography and Digital Media and Visual Arts. This event is well attended by students, parents and members of the community and is an excellent forum for all students at Bulli High School to demonstrate their skills and interest in filmmaking.

Throughout 2016 students from Years 7 to 12 have worked on a series of murals for the Wadi Wadi Aboriginal garden in Bulli High School, under the guidance of Siobhan Chazarreta and with community consultation from Coomaditchie elders. The murals are due for installation in 2017.

HSC **Music** students produced excellent results in their final examination achieving above state average. Dylan Carter and Anna Robinson achieved excellent results in Music 1. Both these students played an integral role in all school musical endeavours. The Music faculty continues to enrich the performance experiences for exemplary students. In 2016 the school production of 'The Wiz' was an outstanding success and earned the school third place in the Arcadian Theatre Company inter-school musical theatre competition. Students continued to participate in a four concert series at the Sydney Opera House called 'Meet the Music' to watch the Sydney Symphony Orchestra.

The Creative and Performing Arts Faculty are committed to showcasing student talent at every opportunity. The annual 'Highlight Zone' for HSC music performance and 'Twilight Zone' featuring exceptional performances by students in all stages were again a well-attended success, demonstrating the wealth and diversity of talent throughout the school.

All school performances provide vocational (VET) Entertainment students with opportunities to develop their skills in live theatre production.

The band continues to grow and develop with many new students joining for tuition. Bulli High School continues to be active participants in the Southern Stars production in areas of Dance, Drama and Music. In 2016 Year 8 student Blake Douglas was selected as a featured artist in the Southern Stars Performing Company.

Drama is a rewarding subject that has a strong practical component. Drama at Bulli High School provides opportunities to explore social and cultural issues including the diverse values of Australian culture. Students engaged in Drama continue to develop confidence communicating using vocal and physical control and imaginative skills. Drama Night was another hugely successful event and wide supported by the entire student body. Parents, teachers and members of the local community attended the evening providing HSC Drama students with the opportunity to perform in preparation for their exam. For the Year 9, 10 and 11 elective Drama classes, this production allows them to refine their skills in theatre production, script writing, directing and performance. The collaborative nature of this art form engages students in a creative process of sharing, developing and expressing emotions and ideas.

The study of LOTE provides students at Bulli High School with opportunities to learn about the Indonesian and French languages, enhancing their future employment and travel prospects. Practise on Language Perfect, an interactive online language-learning system targeting their specific language-learning needs was trialled in 2016, and proved an excellent learning tool. As such, its use will be continued in 2017. Opportunities to use their language skills in real-life situations at Crêpe Day and the Little Snail Restaurant were also very successful in 2016. Students excelled at making their orders in French and were rewarded with delicious food, enjoyed with friends and enthusiastic staff. The round-robin boules competition on the school lawn, French breakfast and making French Yule Log cakes for Christmas were highlights, along with the visit of the traditional Indonesian wayang puppeteer with his hand-made puppets. It is hoped that these authentic experiences will instil a love of foreign language learning amongst the students at Bulli High School. Students are encouraged to see themselves as life-long learners who will continue their language studies long after leaving the school. Not only are their Target Language skills in reading, writing, listening and speaking improved, but their English literacy is tremendously enhanced as they compare and contrast linguistic features and techniques used in texts across languages. Furthermore, student self-awareness and appreciation of the cultures of others is also explored in LOTE lessons, which is of the greatest importance in our global 21st Century society. The reading of a French poem by Year 10 students at the school's ANZAC Service was very impressive.

