

Bulli Public School Annual Report



2017



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Introduction

I am proud to present to the community the 2017 Bulli Public School Annual Report.

Committed to our values of achievement, friendship, respect, responsibility and safety, the school has continued to provide opportunities for our students to uphold these values.

In recognition of the school's achievements and improvements in literacy and numeracy since 2014, the Department of Education selected Bulli Public School as a 'Bump It Up' school for 2017 – 2019. The Premier's goal for our school is for 42% of our Year 3 and 5 students to achieve proficiency in literacy and numeracy. In 2017, the school achieved 52%, a remarkable improvement that is testament to the school's dedicated approach to professional learning and consistency of differentiated teaching and learning practices.

Our student welfare programs continued to be proactive. A focus on developing friendships and respectful relationships has resulted in a harmonious, happy and safe school.

Bulli Public School prides itself on providing opportunities to create and support responsible and respectful students. School, House and Peer Leaders, Student Representative Council members, Year 5 Leadership Team, Library Monitors, Tech Team, students involved in extra-curricular activities, and members of the Enviro Club all take on roles that demonstrate leadership, initiative, respect and responsibility.

The P&C plays an integral role in supporting the progress of the school and we acknowledge the role that a strong relationship between the community and the school plays in improving outcomes for all students. In 2017, the P&C conducted a range of significant events including the Welcome Barbeque, Mothers' and Fathers' Day stalls, Easter and concert raffles, and an end of year barbeque at the concert. The trivia night and Bulli on the Green Fete raised funds to contribute to the purchase of a second set of fixed playground equipment. The first set of playground equipment, largely funded by a grant the P&C received, has been a wonderful addition to our playground.

The Bulli Public School Annual Report for 2017 is an account of the school's operation and achievements throughout the year. It includes additional information that reflects who we are as a school and our commitment to providing quality education for all students.

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.

This report has been compiled by the dedicated staff of Bulli Public School who participate in professional learning with passion, have the courage to trial and implement innovative practices, go beyond the classroom to support student endeavours, and constantly focus on improvement for each and every student.

Rhonda Morton (Principal)

School contact details

Bulli Public School
Haig Rd
Bulli, 2516
www.bulli-p.schools.nsw.edu.au
bulli-p.School@det.nsw.edu.au
4267 1723

Message from the school community

2017 has been an action packed and successful year for the P&C. It is always a pleasure to work with the school and the local community to help support the school children learn and thrive.

We were delighted early in the year to be able to contribute to school funds to purchase and install play equipment in the big playground. The P&C's contribution came from fund raising activities throughout 2016. Our major fund raising activities in 2017 will go towards more play equipment in the smaller playground. It is great to see the equipment being well used both during school hours by the children but also out of hours by the community.

While fundraising is the main activity of the P&C, the fundraising activities feel a lot more like bringing the school together to have fun. Whether it be the Welcome Barbeque at the start of the year to welcome new families, the school fete or the end of year concert, the memories are always of sharing fun and pride in the school. Other events, like the 'meal deals' and the Fathers' and Mothers' Day stalls, bring a big smile to the children's faces. The school fete was a good success this year, and despite the cold and showery weather, the community still turned out to enjoy the rides and stalls.

The P&C is also pleased to be able to support the children in their learning endeavours through the provision of funds to support Athletics and to cover their travel costs when representing the school in sporting, debating and other activities.

On behalf of the P&C I would like to thank those within the school and community who continue to strongly support the P&C activities, allowing us in turn to support the school. Thank you.

Valerie Linton (P&C President)

Message from the students

Student Representative Council

The Student Representative Council (SRC) is an important decision making body that represents the students. In accordance with our Student Leadership Policy, the SRC consists of two representatives from each class, elected for a semester. Kindergarten student representatives join the team in Semester 2 and Bulli Public School captains and vice-captains are involved throughout both semesters. Students are officially recognised as SRC members after receiving their badges and reciting the SRC pledge at a special assembly at the beginning of Semesters 1 and 2.

2017 was a productive year for our SRC. During SRC meetings, students were given the opportunity to ask and answer questions then provide their opinion about what they wanted to happen within our school. It is a lengthy process for the students to organise any event: ideas are generated, classroom polls taken and permission is sought from the Principal who consults with the staff. Once approved, the SRC must delegate, organise and work cohesively to stage the events for the year. This year, the SRC was involved in a wide range of activities that included school based events and fundraising for charity. The SRC organised and implemented four brilliant events for our school.

Newcombe Ball Competition: This event saw the SRC organise a series of lunchtime events for all students to participate in the popular sport of Newcombe Ball. Primary students were able to nominate teams and enjoyed a week long competition to determine the Bulli Public School Champions. All of the SRC members participated in the planning and running of the event including setting up equipment, umpiring and scoring. The SRC representatives also provided the opportunity for all K-2 students to participate in the fun with a modified version of the game being taught to students at lunchtime.

Readathon and Book Drive: After providing the students of Bulli with such a wonderful experience in Term 1, the SRC members decided it was a great chance to provide others with a positive experience. After collecting ideas from their classes, the members voted and the idea of a 'readathon' with a book drive to support Stewart House was selected. Each class recorded the amount of reading completed in a week using a points system created by the SRC. Each week the student representatives took their class' results to the meeting and updated the displays for all students to see. This initiative saw students at Bulli excited about reading with the amount of reading increasing as the weeks progressed. Throughout the term, the student representatives also collected books to be delivered to Stewart House for use by visiting students. During the last week of the term, students and teachers wrote a special message inside their chosen book that included why they loved the book and a message of kindness. As a school, we donated more than 200 books to others in need. Stewart House was very grateful for our contribution.

Art Day: As the new Semester 2 SRC members began meeting to decide the first event they would organise, there was a wide range of suggestions from all classes. As a group, the students discussed the many positives and negatives of each event before finding a small group of ideas that each class voted on with results then taken to the next meeting. It was decided that the SRC would run an Art Day. This event would run simultaneously across the school with all students participating in a series of art experiences run by SRC members with support from teachers. The event was a success as all students produced two artworks and learnt a range of new skills and techniques.

Bulli Public School Radio: The SRC decided that the final event for the year would be the return of BPS Radio, which would provide students with the opportunity to enjoy their very own radio station at lunchtime. The SRC members all participated in the planning of the event and were trained in the procedure of using the equipment and how to become radio announcers. Over a four-week period, student representatives provided entertainment to their peers, who thoroughly enjoyed the variety of music and the opportunity to dance at lunchtime.

Members of the SRC with Ros Saddi and Todd Simpson (Student Representative Council Patrons)

School background

School vision statement

The Bulli Public School learning community achieves equity and excellence for all by fostering and promoting successful, confident, creative, informed and active citizens.

School context

Bulli Public School is situated in the Dharawal nation and pays its respects to the Wadi Wadi people, the traditional custodians of the land on which the school is located.

Bulli Public School, nestled between the Princes Highway and the Illawarra escarpment in the northern Illawarra suburb of Bulli, educates more than 200 students from diverse cultural and economic backgrounds.

The school has a long association with the Bulli community with its motto *E tenebris ad lucem: From darkness to light* reflecting the suburb's mining history. Bulli Public School will celebrate 150 years of education in 2019.

Bulli Public School is considered a community school by the local community because of its high level of community involvement, relatively small size when compared to other local schools and its discrete location. This unique quality enables the school's experienced and committed staff to provide a range of individualised quality learning experiences, both within and beyond the regular curriculum. All staff members are committed to providing students with quality educational experiences in a nurturing, caring, supportive and appropriately resourced learning environment. Comprehensive professional learning experiences and current pedagogies underpin our varied, differentiated and quality education programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 evaluation of the school's progress, in terms of the standards articulated in the School Excellence Framework.

Learning

The results of the self-evaluation process indicate that in the School Excellence Framework domain of Learning, Bulli Public School is rated as *Sustaining and Growing*.

Our teachers are committed to implementing individualised learning programs, particularly in literacy and numeracy, as a result of changes to teaching practices learnt in targeted professional learning.

Differentiated learning is underpinned by the collection and analysis of relevant assessment data and includes students setting personal goals for achievement. Assessment is beginning to promote learning excellence and is becoming increasingly responsive to the needs of individual learners. NAPLAN results and relevant School Excellence Framework reports indicate varying levels of achievement between Years 3, 5 and 7. While the school has exceeded our Premier's Bump It Up target by almost 10%, it is our Year 5 numeracy and overall Year 7 results that require further improvement.

Information about each student's progress is shared with parents in a systematic way that encourages parents to engage in their child's learning by supporting them at home.

Our students are provided with an extensive range of experiences, both curricular and extra-curricular, to address their cognitive, emotional, social, physical and spiritual wellbeing. Experiences are provided to cater for individual needs and/or interests and include those that encourage active participation in the local community.

Teaching

The results of the self–evaluation process indicate that in the School Excellence Framework domain of Teaching, Bulli Public School is rated as *Sustaining and Growing*.

Professional learning has responded to analysis of student performance measures and is embedded in the School Plan and Bump It Up Plan. Targeted professional learning has resulted in teachers having knowledge of current pedagogies and teaching practices, although classroom implementation varies across the school. Professional learning over the past four years with respect to reading and numeracy has built the capacity and capability of teaching staff to differentiate learning. Teachers are committed to learning about evidence based pedagogies and strategies and are prepared to experiment with these in their classrooms, then evaluate in order to improve the quality of their teaching.

The school has a systematic approach to assessment and the collection of data but there is inconsistency in how this data is used to provide feedback to students. Assessment data, particularly for reading, writing, early arithmetic strategies and place value is analysed by teachers to assist their planning for individualised learning.

Many teachers work beyond their classroom to provide additional learning experiences for our students. Strategic use of teacher expertise to lead professional learning and programs supports the implementation of the School Plan.

Leading

The results of the self–evaluation process indicate that in the School Excellence Framework domain of Leading, Bulli Public School is rated as *Delivering*.

Students, parents and teachers are provided with the opportunity to provide feedback to the school to inform School Planning. Data and information from the *Tell Them From Me* survey is used to inform the processes and practices of the school. The school adds its own questions to elicit further information about specific areas.

The school embraces distributive leadership with individual staff members leading professional learning, committees and specific programs, and monitoring strategic directions. Leadership skills are also developed in students enabling them to become more actively involved in the school and wider community.

The main focus of the 2015 – 2017 School Plan was to build the capability and capacity of the teaching staff while engaging with the school community. This has laid the foundations for the 2018 – 2020 School Plan that will incorporate the school's Bump It Up plan.

The current School Plan is monitored and revised in five–week cycles with strategic direction teams and committee leaders evaluating the plan for annual reporting purposes. Iterations of the School Plan are based on evaluations and community feedback elicited through the annual survey and P&C meetings.

The School Plan includes information regarding physical and financial resource allocation. Resources are strategically purchased and allocated to support the learning environment. This includes flexible staffing allocations creating additional teaching roles.

Our self–assessment and the external validation process will assist the school to develop our 2018 – 2020 School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Create pathways to inclusivity and engagement

Purpose

To strengthen relationships as a learning community by leading and inspiring a culture of collaboration, engagement, empowered leadership and organisational practices.

Overall summary of progress

Student leadership opportunities included School Captains, House Captains, Student Representative Council (elected each Semester with Kindergarten becoming involved in Semester 2), Peer Leaders, Tech Team and Library roles. A voluntary environmental team was established with a number of students undertaking leadership roles in a range of projects.

While further detail regarding the impact of equity loadings for different groups of students within the school is provided later in this report, there are several achievements to highlight.

- Aboriginal students developed a Personalised Learning Pathway with their parents/caregivers and teacher. This year, the school held an afternoon tea for our families and used a new Personalised Learning Pathway template that was developed in consultation with our Aboriginal families.
- Aboriginal students had leadership opportunities during National Aboriginal and Islander Day Observance Committee (NAIDOC) activities and whole school events and functions.
- An Aboriginal student, with a non-Aboriginal partner, represented the school at the NAIDOC Public Speaking State Challenge.
- Two students received 'Deadly Awards' from the Northern Illawarra Aboriginal Education Consultative Group.
- As an early intervention strategy, English Language Proficiency financial resources were used to employ an additional teacher two half days per week for almost one semester to support Kindergarten students.
- Socio-economic background funding enabled teachers to assess and monitor the progress of students in order to provide differentiated learning programs to ensure improvement in literacy and numeracy.
- Students with allocated funding support were provided with School Learning Support Officer (SLSO) support to meet specific needs while additional low-level for disability funding was used to provide other students with special needs with SLSO support.

Bulli Public School continued to be an active member of the Seacliff Community of Schools through participation in combined Staff Development Days, network meetings for writing and technology, public speaking and debating competitions, and the Year 5 Student Leadership Program made possible through a Lions Club grant.

Students at Bulli Public School were provided with an extensive range of extra-curricular experiences to enhance their engagement with the school. Opportunities were either scheduled for whole school participation such as Gymsports, Milo in2 CRICKET and soccer clinics. Others experience such as Wollongong Art Gallery workshops, Coding Club, University of Wollongong Learning Labs, ICAS tests, debating, public speaking, Tournament of Minds, Choral Festival, Bulli Burn and Kids' Fun Run were optional.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase in the number of students involved in leadership positions and associated initiatives.	\$1000 (School and Community Sources)	4 school leaders, 33 SRC members, 4 house leaders, Stage 3 Peer Leaders, Enviro Club leaders, 6 Library monitors, 2 Tech Team members and K-2 Sport Leaders all undertook roles in 2017. The school has attained its target in this area.
5% increase in the number of students involved in extra-curricular experiences.	\$1000 (School and Community Sources)	All planned activities were completed with the targeted attained. Due to placement on the Bump It Up strategy the school will streamline its commitment to extra-curricular opportunities over the 2018 – 2020 planning cycle, selecting those opportunities that are of greatest benefit.
Learning Support Team review	\$0	All recommendations have now been implemented

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
recommendations are implemented according to plan.		including decision making processes based on quality data and improved communication levels between the Learning Support Team and referring teachers. The implementation of the recommendations continues to be monitored as an improvement measure.
5% increase in the number of families accessing online communication measures.	\$560 (Community Consultation Grant).	The decision to disseminate the newsletter by email and Skoolbag App has resulted in almost all families receiving the newsletter by these means. All families have provided an email address and 531 users have downloaded the Skoolbag App that is also used for alerts and reminders. 'Parenting Ideas' by Michael Grose is accessed via the website and Skoolbag App with an overview in each newsletter. Residual funds will be used to continue the school's subscription to 'Parenting Ideas'.

Next Steps

- Provide student leadership opportunities and involve students, particularly the Captains and House Leaders, in the implementation of programs such as the social skills program.
- Involve Captains and Vice-captains in whole school decision making processes such as analysis of student surveys.
- Continue to monitor the impact of programs funded by equity funding.
- Allocate time per fortnight for the LST Coordinator to communicate and collaborate with the school counsellor, parents/caregivers and support agencies as required.

Strategic Direction 2

Promote quality teaching and quality learning

Purpose

1. To inspire every student and teacher to excel.
2. To provide a high standard of education through personalised and differentiated programs for all students so they achieve their potential as 21st century learners.

Overall summary of progress

Teaching staff members continued to deepen their understanding of *Focus on Reading (K–6)*, *Taking off With Numeracy (TOWN, Years 3–6)*, spelling and *Language, Learning and Literacy (L3, Kindergarten and Stage 1)* by participating in school-based and external professional learning. Teachers from within the school led and supported other teachers by implementing a strategy that included professional learning, mentoring, monitoring, evaluation and feedback. As a result of this strategy and the implementation of these programs, students were provided with differentiated learning experiences including targeted support from the Learning and Support Teachers and Bump It Up teacher.

The school's Homework Policy, that was revised to include strategies that build the learning needs of individual students, was implemented.

Analysis of student data including external sources and school-based assessments demonstrated continued progression for students along the continuums of learning for literacy and numeracy.

All current NSW syllabus documents were implemented including Science, History and Geography in accordance with the school's scope and sequence documents prepared in 2015.

Student access to technology is ongoing through the use of our 40 iPad minis, a sync/charge cart, Apple TVs, document readers, external hard drives, and updated laptop and desktop computers, applications and software packages. The Technology 4 Learning (T4L) allocation was primarily used to purchase laptops to enable portable use by students, to replace ageing classroom equipment and to upgrade the Library research hub.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN data will show an upward trend for both Year 3 and Year 5 in Reading.	\$0	<p>Year 3: In 2014, the school's overall result for reading was 5.8 points below the State average for Department of Education schools. In 2017, the overall result was 36.7 points above the State average. Over the period 2014 – 2017, this is an overall improvement of 54.6 points compared to the State result of a 12.1 point increase.</p> <p>Year 5: In 2014, the school's overall result for reading was 7.1 points below the State average for Department of Education schools. In 2017, the overall result was 41.9 points above the State average. Over the period 2014 – 2017, this is an overall improvement of 52.3 points compared to the State result of a 3.3 point increase.</p>
100% of classroom teachers will analyse Programming Literacy And Numeracy (PLAN) data to provide differentiated learning experiences for students and feedback to parents.	\$9500 (Socio-Economic) \$7500 (Aboriginal Background) \$5500 (Literacy and Numeracy)	PLAN data was updated and analysed each term by class teachers and the Learning Support Team to plan differentiated learning and targeted interventions. Parent interviews were conducted and semester based student reports issued. PLAN Feedback to Parents reports from the previous terms were issued at the beginning of the following terms as optional homework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will have a 'Personal Learning Achievements and Learning Goals' booklet for reading, comprehension, counting as a problem solving process and place value.	\$0	The school has implemented 'Personal Learning Achievement and Learning Goals' booklets for all students in the areas of reading, comprehension, counting as a problem solving strategy and place value.

Next Steps

- Provide ongoing professional learning for Focus on Reading (K–6), Targeted Early Numeracy (K–2), TOWN (Years 3–6), spelling and L3 (Kindergarten and Stage One) to ensure the continuation of effective teaching and assessment and the reliability of data entered into Programming Literacy and Numeracy (PLAN) software.
- Continue to provide students with opportunities to view, analyse and respond to NAPLAN style questions in literacy with an emphasis on students in Years 3 and 5 prior to NAPLAN, Years 2 and 4 post–NAPLAN and Year 6 throughout the year.
- Continue to provide students with opportunities to view, analyse and respond to NAPLAN style questions in numeracy within the context of the teaching and learning program.
- Continue to use the School Magazine as a guided and independent reading resources for all students in Years 3–6 and independent readers in Stage 1.
- Continue to use PLAN data for programming differentiated literacy and numeracy lessons and to determine those students requiring additional support from the Learning and Support Teachers.
- Continue to combine elements of our staffing allocation including Quality Teaching Successful Students and Learning and Support Teacher time to support the implementation of the Bump It Up (High Expectations for all Learners) strategy and students who identify as gifted or talented.
- Schedule regular sessions in Professional Learning for Stage/Grade teams to compare assessment data to ensure consistency of syllabus implementation and teacher judgement for assessment and reporting purposes.
- Implement student / parent learning conversations using individualised 'My Personal Learning Achievements and Learning Goals' booklets and Feedback to Parents report as a guide.
- Schedule regular professional learning sessions to embed continuum understanding and student placement based on assessment data in the teaching cycle with teaching strategies designed to continually move students forward – formative assessment.
- 2018 – 2020 School Plan Professional Learning: Gifted and Talented, formative assessment and ongoing sharing sessions for literacy, numeracy and spelling.
- Beginning teachers – coordinated Professional Learning; allocated mentor.
- Include professional standards as part of the observation proforma for Personal Development Plans. Implement professional learning about the professional standards and their role in the accreditation process.
- Completion of the Department's literacy matrix to further whole school improvement.
- Professional development in the area of Growth Mindset to increase individual student engagement.
- Ongoing review of the Learning Support Team's practices and processes.
- Continue to monitor and analyse PLAN and NAPLAN data to ensure targeted support for Aboriginal students is provided as necessary to ensure they achieve continued academic growth in line with, or greater than, the Premier's Priorities.
- Continue to allocate funding to support collaborative practice for teachers to engage in the teaching and learning cycle to support improvement in the outcomes for all students, including Aboriginal students.
- Examine and adopt links with community partners to support continual whole school improvement.

Strategic Direction 3

Enhance community wellbeing

Purpose

To promote and foster the intellectual, physical, social, cultural, emotional, moral, spiritual and aesthetic development of our school community.

Overall summary of progress

Student wellbeing is a high priority with an extensive range of proactive programs implemented throughout the year. Peer Leadership, Buddies, transition to school and high school opportunities, Harmony Day, Life Education, A Million Stars for Peace to be displayed at the Commonwealth Games 2018, National Day of Action against Bullying and the social skills program based on Friendly Kids, Friendly Classrooms were implemented. Staff collaborated to ensure consistent application of the Student Welfare and Discipline Policy with executive staff members released to follow-up with students and, if necessary, their parents/caregivers.

The revised Student Welfare and Discipline Policy was implemented successfully. Evaluation of the trial at the end of 2017 has resulted in the continuation of students setting of personal learning goals rather than receiving whole-school achievement rewards.

The Anti-bullying Plan was revised as scheduled by staff, Year 6 students and members of the P&C. This Plan will be communicated to the school community and made available on the School's website early in 2018.

One staff member attend Peer Support professional learning to complement the School's purchase of the latest program. This program will be implemented in Semester 1, 2018.

Staff wellbeing was addressed through professional learning and the implementation of the Department's Performance and Development Framework. In Semester 1, all teachers and executive developed a Performance Development Plan that aligned with the school's priorities in literacy and numeracy as well as a personal goal with professional aspirations. At the beginning of Semester 2, these were implemented, adjusted and reviewed. All staff members were provided with the opportunity to undertake leadership roles assuming responsibility for at least one focus area.

Community wellbeing was addressed through collaboration with the P&C and volunteers as well as consultation with external agencies. The school provided the Aboriginal community members with an afternoon tea to collaboratively plan individual Aboriginal Personalised Learning Pathways. Life Education parent sessions provided the opportunity to increase knowledge, share views with other parents, and develop strategies to help raise happy, healthy children.

Families were also provided with 'Parenting Ideas' from Michael Grose and relevant information from 'School A to Z'. Additional resources to support community wellbeing were provided in information packs to Kindergarten families, through the school newsletter or Skoolbag, or by direct contact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 5% reduction on 2014 figures for the number of students receiving reflection sheets, detention and suspension.	\$0	<p>A range of proactive student wellbeing policies, plans and programs were implemented including:</p> <ul style="list-style-type: none">• consistent application of the Student Welfare and Discipline Policy and Anti-bullying Plan.• social skills program.• peer leadership.• anti-bullying programs such as Harmony Day and National Day of Action Against Bullying.• transition to school including orientation and a buddy program. <p>As a result, the following reductions since 2014 have been achieved for students receiving:</p> <ul style="list-style-type: none">• reflection sheets – 39%.• detention – 47%• suspension – 100%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance rates remain at or above State level.	\$0	<p>All parents/caregivers continued to be informed through the newsletter of the Department's Attendance Procedures for Extended Leave. Students requesting extended leave for travel purposes completed the correct documentation.</p> <p>Attendance records were monitored by the Principal on a regular basis with Learning Support Team and Home School Liaison intervention as required.</p> <p>While the Department's revised Attendance Procedures for Extended Leave – Travel continue to impact on the school's attendance records, attendance has remained static.</p>
100% of teaching staff have developed a performance and development plan.	\$0	<p>The Performance Development Program process was implemented with all plans evaluated and supported by evidence including observations. School-based professional learning in Growth Coaching strategies was delivered to all teachers to improve feedback after observations had been conducted. In 2017, observations were managed with internal arrangements rather than teacher release.</p>

Next Steps

- Continue to implement the revised Student Welfare and Discipline Policy that has eliminated the inconsistently applied and complicated reward/award structure and replaced it with individual goal setting for students.
- Continue to implement a comprehensive range of proactive student wellbeing policies, plans and programs while seeking additional complementary programs.
- Implement the social skills program by explicitly teaching the skills and strategies as part of the Release from Face to Face program as well as through classroom / whole school exposure and whole school reinforcement.
- Create a Values Education program based on the values of the school: Achievement, Friendship, Respect, Responsibility and Safety. Implement the program as part of Release from Face to Face.
- Continue to implement a range of transition strategies for students entering Kindergarten or Year 7 and students with special needs including those that have a disability, and/or social and/or academic needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8 827	<p>The majority of Aboriginal students progressed as expected according to PLAN data. Students deemed at risk because benchmarks had not been attained in 2016, received targeted reading and numeracy support in 2017. Funds were used to release teachers to assess and monitor student progress on a term by term basis.</p> <p>Aboriginal students had the opportunity to participate in Bangarra Kids Day, NAIDOC Day, the creation of the second panel in our Aboriginal mural, Indigenous Contemporary Dance Workshop, Deadly Awards and NAIDOC Public Speaking Challenges (local, regional and state). Some of these activities required funding from this loading.</p> <p>Our new personalised Learning Pathway template was developed by the Aboriginal Education Committee in consultation with our Aboriginal families. Funds were used to release staff for this purpose. All Aboriginal students had the opportunity to develop an active Personalised Learning Pathway in collaboration with their parent/s and teachers.</p>
English language proficiency	\$8 255	<p>The majority of students progressed as expected according to PLAN data. Students deemed at risk because benchmarks had not been attained in 2016, received targeted support in 2017 from the Learning and Support Teacher. The expenditure of funds to employ a teacher two half days per week for almost one semester ensured our Kindergarten students with English as an additional language or dialect (EAL/D) were provided with consistent and targeted intervention. Student progress was also monitored and updated in the Department's electronic enrolment records.</p>
Low level adjustment for disability	<p>\$74 478</p> <p>(includes \$60 944 teacher salary and \$13 534 flexible funding)</p>	<p>Targeted interventions for students in this category were implemented through the Learning and Support Teacher, classroom teacher and School Learning Support Officer (as required). This strategy was the result of collecting, analysing and monitoring of PLAN and other assessment data by the classroom teacher and Learning Support Team.</p> <p>Flexible funding enabled 5 hours and 15 minutes additional classroom and/or playground support for students with special needs who do not receive for integration funding support from the Department.</p> <p>The teacher salary component of the funding equated to a Learning and Support Teacher three days/week. The role was filled by a permanent staff five days/fortnight and a temporary teacher one day/fortnight.</p>
Socio-economic background	\$14 251	<p>Targeted interventions for students in this category were implemented through the</p>

Socio-economic background	\$14 251	Learning and Support Teacher, classroom teacher and School Learning Support Officer (as required). This intervention was the result of collecting, analysing and monitoring of PLAN and other assessment data by the classroom teacher and Learning Support Team. Funds were used to release teachers for these purposes.
Support for beginning teachers	\$17 513	<p>In 2017, the school's second year beginning teacher was on leave with allocated funds not being expended as a result. This teacher will return part-time in 2018 with funds to be expended in that calendar year.</p> <p>A first year full-time beginning teacher was employed by the school on a temporary basis. This teacher was entitled to beginning teacher funding that was used to pay for Language, Learning and Literacy Stage One training and additional release time to collaborate, assess, monitor student progress, analyse data and program for teaching and learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	97	95	92	104
Girls	98	98	100	102

The school's enrolment continues to be stable with a slight increase in 2017. It is anticipated that by the end of this decade, the school's enrolment will increase due to the completion of the Bulli Brickworks estate. The Department's Assets Department is aware of this anticipated increase and will install relocatable classrooms as required.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	96.1	96	95.1
1	95.5	91.6	93.7	94.2
2	96.5	92.5	94.6	93
3	95.2	94.1	94.4	94.7
4	95.8	92.1	94.5	93.8
5	95.3	93.8	91.6	93.3
6	95.2	92.2	92.6	94.1
All Years	95.7	93.2	94	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School attendance remains stable despite the number of students applying for Extended Leave – Travel increasing.

Attendance at school is monitored regularly by the Principal with support for students to attend school

implemented by the Learning Support Team as needed. This support may include the intervention of the Department's Home School Liaison Officer.

Class sizes

Class	Total
CRIMSON 1	20
CRIMSON 2	21
BLUE 2	22
BLUE 1	20
CRIMSON 3	25
AQUA 2	26
AQUA 1	27
RED 2	26
RED 1	27

Structure of classes

The structure of classes at Bulli Public School is governed by the Kindergarten intake and the Department's recommended class sizes for Kindergarten (20 students), Year One (22 students) and Year Two (24 students). In 2017, the school had one single stream class and eight multi-grade classes.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.93
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.32
Other Positions	0

*Full Time Equivalent

A School Counsellor is allocated to the school for one and one-half days per fortnight. A permanent School Learning Support Officer (SLSO) is employed for 22.5 hours per week with a temporary SLSO employed for 5.25 hours each week using flexible Low Level Adjustment for Disability funding.

In 2017, one member of staff identified as Aboriginal.

Workforce retention

After a long and distinguished career in Public Education, Mr Cochrane took long service leave, leading into retirement mid-2018. Mr Cochrane relinquished his position at Bulli Public School paving the way for a new Assistant Principal to be appointed. Mrs Sacha Byron was selected by the merit selection panel to fill this position thereby vacating her teaching position. The Cochrane Cup, an annual touch football competition between the Houses and students in Stage 3, was named in honour of Mr Cochrane's contribution to Rugby League during his time at Bulli Public School.

Mrs Perry continued her long service leave retiring mid-year. Mrs Perry had a successful career in education, teaching many children in various schools and sharing her passion for education with colleagues and students alike.

As a result of these staff movements, two vacancies were declared at the school. Miss Brittney Marsden and Mrs Lisa Cadorin were both appointed by the Department of Education and will commence permanent teaching at Bulli Public School in 2018.

Mrs Saddi has filled the role of temporary teacher in an exemplary manner throughout 2017. A dedicated teacher, Mrs Saddi took on the additional roles of Sport Coordinator, Stage 3 Debating Coordinator and Student Representative Council co-coordinator. Mrs Van Akker also joined us in 2017, sharing a class with Mrs Patterson. Mrs Van Akker achieved accreditation at Proficient and worked tirelessly to improve the outcomes of students in 2/3PVA. The school is grateful for the contributions both Mrs Saddi and Mrs Van Akker have made to our school.

There are several staff changes for 2018.

- Mrs De Haas who took leave in 2017 will return two days each week and will share a class with Mrs Morris.
- Mrs van Kessel will take leave in 2018 and will be replaced by Mrs Lisa LaVanda, a permanent classroom teacher from Shell Cove Public School who will be joining us on a temporary basis.
- Mrs Turner will teach two days each week, sharing with Mrs Hiscocks, This reduction in teaching days means our Indonesian Language and Culture program for all students will not continue in 2018.
- Mrs Patterson will continue two days each week but in the role of Release From Face to Face teacher, teaching music, dance, drama, Values Education and our social skills program. Mrs Nikolovski will teach the third day of the Release

from Face to Face program.

- Mr Todd Simpson and Mr Jeremy Gudze will continue as full-time temporary teachers.
- Mrs Kerry Goodwin will join the school on a temporary basis as a Specialist Teacher, working with our higher achieving students across three days each week as part of the Bump It Up strategy. She will also provide in-class support and/or additional release time for our beginning teachers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81
Postgraduate degree	19

Professional learning and teacher accreditation

Staff achievement

In 2017, Mrs Pfister was the recipient of the school's Wollongong North Network Staff Impact Award for her dedication to improving the outcomes for students with special needs. Mrs Morton was the recipient of a Director's Award for 'disciplined execution in successfully leading a whole school change journey powered by a shared, evidence-informed commitment to the continuous improvement of students' literacy and numeracy results'.

Professional Learning

Staff Development Days occur at the beginning of Terms 1, 2 and 3 with two further days held in Term 4. Over the course of the year, professional learning undertaken on Staff Development Days included Child Protection annual update, Code of Conduct annual update, growth coaching, combined Seacliff Community of Schools (teaching staff only), Performance Development Framework (School Administration Support Staff only), external validation, school planning for the 2018 – 2020 cycle and Anaphylaxis / Cardio Pulmonary Resuscitation training.

School-based professional learning continued for Focus on Reading, Taking off with Numeracy, Targeted Early Numeracy and spelling with an emphasis on teaching strategies for differentiated learning. Staff members also completed professional learning courses for Understanding the Numeracy Continuum K-6 and Mathematics Building Blocks. Formative assessment was also a feature of professional learning during Semester Two. These sessions were held after school and incurred no cost.

In 2016, the Department implemented a new financial system with substantial professional learning. This training was ongoing in 2017 with an emphasis on reporting procedures and the use of the new interim budget tool.

Professional learning funds enabled:

- Stage 2 and 3 teachers to be released to complete their Taking Off With Numeracy professional learning.
- the Principal to attend professional learning sessions organised by the Director of Public Schools NSW, Wollongong North as well as professional learning for budgeting and the preparation of Access Requests for specialist classes or funding support for students with special needs.
- two teachers to attend a Science, Technology, Engineering and Mathematics conference
- one Kindergarten teacher to complete Language, Learning and Literacy training.
- two staff members to attend the two-day High Expectations for all Learners conference.
- one staff member to implement Tournament of Minds.
- a beginning teacher to attend 'Classroom management through effective teaching'.
- an executive staff member to attend 'The difficult conversation'.
- mandatory Cardio-Pulmonary Resuscitation and Anaphylaxis training.
- groups of teachers to be released for assessing, planning and reporting purposes to support the school's commitment to consistency of teacher judgement and teaching across the grade / stage.

Professional learning for Language, Learning and Literacy Stage One (two teachers) and additional release time for these teachers was funded from our Beginning Teacher Commonwealth allocation received in 2016.

All beginning teacher funding has not been expended in 2017 due to one recipient being on leave for the year. These funds will be expended in 2018 when the teacher returns on a part-time basis.

Accreditation

To support teachers in maintaining their accreditation at proficient, each teacher developed a Performance Development Plan (PDP) that is aligned with the School Plan and may incorporate a personal professional goal. To support the performance development process, each teacher participates in observations throughout year with the focus of the observation aimed at personal improvement and the collection of evidence to support the accreditation process.

In 2017, two part-time teachers were accredited at the proficient level and two teachers collected evidence towards accreditation at proficient. One teacher is nearing the end of the first maintenance period and has maintained appropriate documentation and records to

meet the criteria.

All pre-2004 teaching staff have submitted their Working With Children Check and are awaiting information from the NSW Education Standards Authority with regards to their accreditation process that commences in 2018.

Pre-service programs

The school remains committed to providing education students from the University of Wollongong, and when possible, other institutions, the opportunity to engage in their pre-service practicums. This opportunity is also extended to people who are training to become School Learning Support Officers and administration staff.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	55,187
Revenue	1,908,581
Appropriation	1,798,549
Sale of Goods and Services	1,716
Grants and Contributions	107,176
Gain and Loss	0
Other Revenue	0
Investment Income	1,140
Expenses	-1,857,163
Recurrent Expenses	-1,857,163
Employee Related	-1,679,321
Operating Expenses	-177,842
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	51,419
Balance Carried Forward	106,606

The school budget is developed and managed in accordance with the Department's requirements. Financial management is the responsibility of the Principal who liaises with the School Administration Manager to ensure guidelines are met and anomalies are justified.

A shift in the Department's financial processes for managing expenditure incurred by long service leave has resulted in less money being spent on casual relief than expected. The long-term leave taken by one staff member also reduced expenditure for 2017.

The funds remaining include Beginning Teacher money that is tied to its intended purpose. Residual funds from a Commonwealth grant will be spent on subscribing to 'Parenting Ideas' by Michael Grose and the Skoolbag app. The remaining consolidated funds will be allocated in 2018 in accordance with the Department's guidelines with approximately \$30 000 being set aside for contingency purposes.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,595,850
Base Per Capita	29,343
Base Location	0
Other Base	1,566,507
Equity Total	105,811
Equity Aboriginal	8,827
Equity Socio economic	14,251
Equity Language	8,255
Equity Disability	74,478
Targeted Total	42,544
Other Total	17,333
Grand Total	1,761,538

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School-based assessment

Reading – Language, Literacy and Learning

Language, Learning and Literacy (L3) for Kindergarten continues to provide our school with a strong academic focus on literacy in the early years of school. This year, one Kindergarten teacher completed their training with three teachers and Principal fully qualified. In addition, two Stage One teachers began their L3 Stage One program using Beginning Teacher funding.

The L3 program continues to provide our Kindergarten and Stage One students with explicit and personalised instruction in small groups of three to five students. Students are supported to participate in meaningful discussions, use higher-level thinking skills and apply independent comprehension strategies during reading and writing sessions.

L3 has been implemented for the past five years and continues to result in excellent student outcomes in reading and writing.

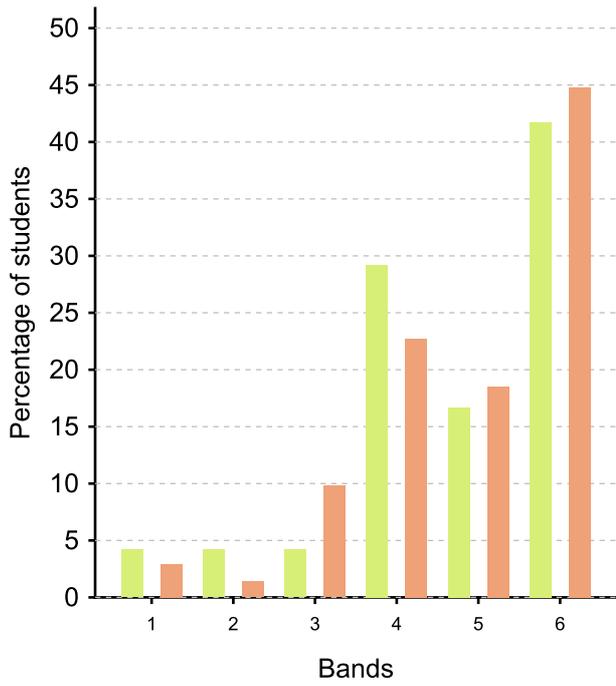
The 2017 target reading levels for L3 were 20% of Kindergarten students reading at levels 3–5, 30% at levels 6–8 and 50% at levels 9 or above.

At Bulli Public School, the L3 program exceeded expectations with 97% of Kindergarten students achieving a reading level of 9 or above compared to 89% in 2016. Sixty-one per cent of Kindergarten students reached a reading level of 15 or above. This is an increase of 5% from 2016. Students in Year 1 and Year 2 also participated in the L3 program that also incorporated strategies from Focus on Reading. This year, 52% of Year 1 students reached an independent reading level. What a wonderful result!

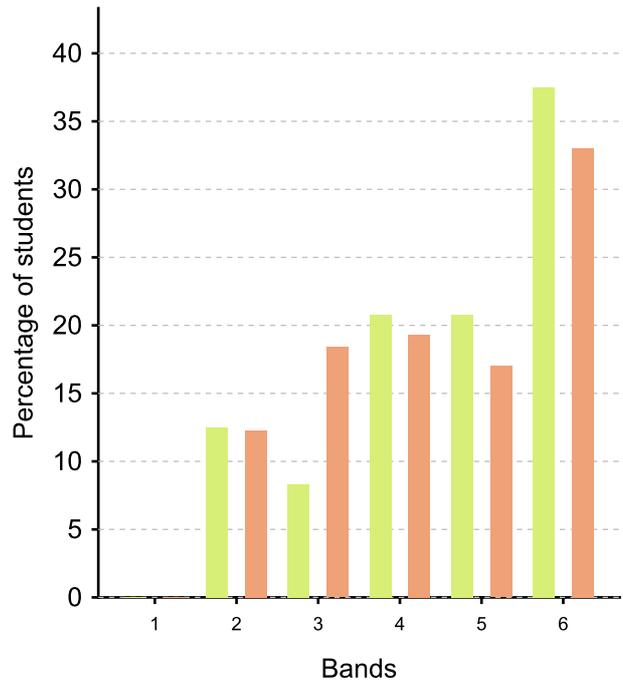
NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

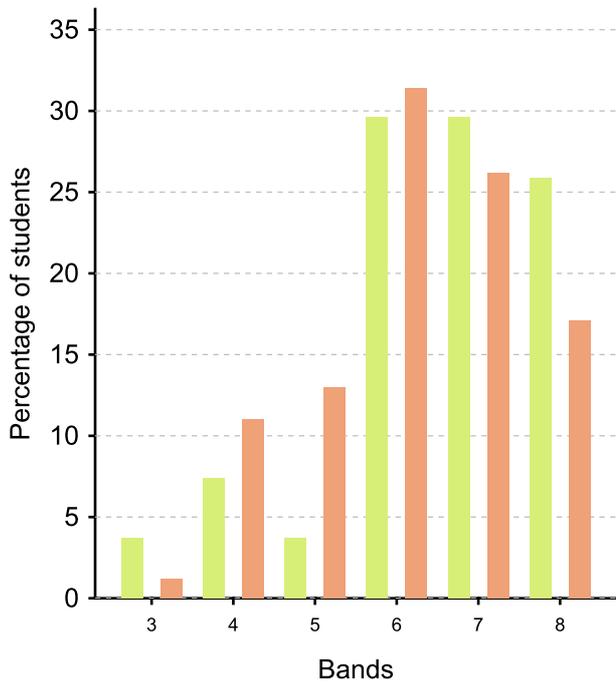
Percentage in bands:
Year 3 Reading



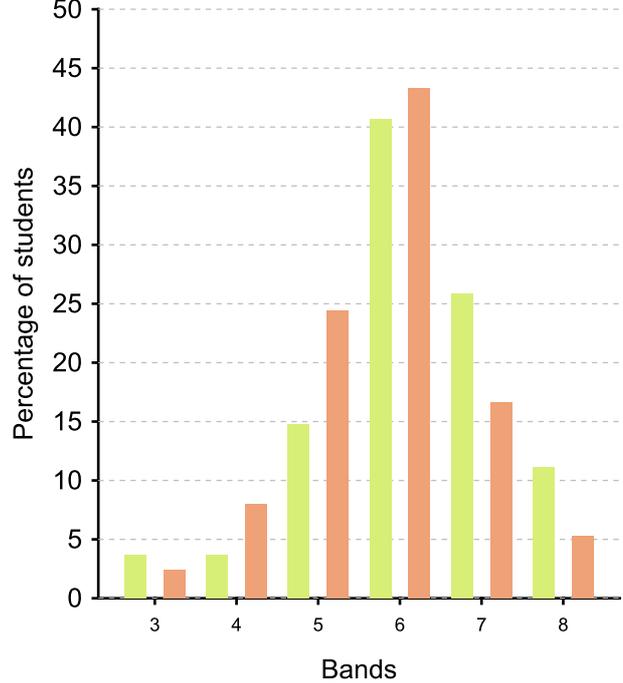
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2016, the Premier's Priority combined 2019 target for students achieving in the top two bands in reading and numeracy at Bulli Public School was set at 42%. In 2017, the school achieved 51.96%. In 2018, the Year 5 cohort will be reduced by 20% with five students entering the Year 5 Opportunity Class. As a result, the anticipated result in 2018 will be 43%.

Due to the small cohort of Aboriginal students participating in NAPLAN, statistics in regards to the Premier's Priority are deemed not reliable and therefore not reportable. Performance data for Aboriginal students is monitored on an individual basis.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/caregivers, students and teachers about the school.

In 2017, 8 parents/caregivers, 71 students from Years 4–6 and 13 staff members responded to the end of year Tell Them From Me survey that included questions about school strengths and areas for improvement. For parents/caregivers, this is a decrease of 30 respondents from 2016 and 60 respondents from 2015. As a result of the low parental response, the results of their survey are not statistically reliable. Further, written responses to the school's questions have not been released by the Department to protect the privacy of respondents.

School satisfaction was measured using a one-click survey designed by our senior students using Google Forms.

The parent survey was conducted in the playground at pick-up time as a method of eliciting greater participation rates. Seventy-five parents responded to the survey, an increase of thirty-seven from 2016. In 2017, 90.6% parents/caregivers were satisfied with Bulli Public School, with 73.3% very satisfied. This is an overall increase of 7.6% including an increase of 15.3% for parents who are very satisfied.

One hundred and seventy-two students from across the school responded to the survey. This year, 81.9% expressed satisfaction, an increase of 8.9% from 2016.

Sixteen staff members responded to the survey with all being satisfied. The majority of staff, 68.3% are very satisfied with the school.

Students report that the main areas of strength for the school are:

- inclusion and friendship with each other including people from diverse backgrounds
- facilities including the large playgrounds
- teachers who provide quality education, assist students to improve and demonstrate kindness
- availability of extra-curricular activities including sport and environmental programs.

Staff members report that the main areas of strength for the school are:

- commitment to professional learning
- opportunities to collaborate for planning and assessment purposes
- strong connection to the community.

Areas for improvement suggested by the students include:

- increased number of staff on playground duty
- further opportunities to develop skills to deal with bullying
- upgraded bathrooms in terms of aesthetics
- improved access to technology.

Areas for improvement suggested by staff members include:

- increased levels of technology to support teaching
- professional learning and implementation of formative assessment practices
- consistently high expectations for all learners
- improved practices for performance development and beginning teacher support.

Policy requirements

Aboriginal education

Bulli Public School has a current enrolment of 13 identified Aboriginal students (6.3% of student population).

In consultation with the school's Aboriginal community, our Aboriginal Committee reviewed and revised our template for Aboriginal Personal Learning Plans, in accordance with the new Department of Education – Aboriginal Education – Everybody's Business Guidelines. As part of this community consultation process, all parents/caregivers of our indigenous students were invited to comment on the proposed document that was then finalised in preparation for completion during NAIDOC Week. The committee set aside an afternoon session in the school library to conduct meetings with students, parents/caregivers and teachers to complete each child's Personalised Learning Pathway that responds to each student's needs and circumstances and provides information for the future. Each child's family was invited to attend with afternoon tea provided by the staff. To demonstrate our commitment to improving outcomes for all Aboriginal students, all teaching staff members attended the afternoon and worked with the families.

In Term 3, Alara and Cassia attended a Contemporary Indigenous Dance Workshop in Sydney, hosted by the NSW Department of Education Arts Unit. The workshop aimed to develop younger students' skills in contemporary Aboriginal Dance. The workshop was run by a team of professional Aboriginal dance and choreography tutors.

In Term 4, Henry and Cassia were presented with a Deadly Encouragement Award at a ceremony hosted by the Northern Illawarra Aboriginal Education Consultative Group. This group is proactive in supporting the achievements of young Aboriginal

people in our community. Cassia received her award for being 'passionate and engaged in all aspects of learning'. Henry received his award for 'excellence in school leadership'.

In Terms 3 and 4, K/1HT and KC worked with a parent to learn an Aboriginal song in traditional language. This item was performed at the end of year concert supported by the school's choir.

Reconciliation Week

During Reconciliation Week, four students joined community members and Mrs Morton on the Walk for Reconciliation that commenced at Holy Spirit College, Bellambi and concluded at Bellambi Public School. The Walk was followed by presentations from speakers and musical and dance performances. This was our first involvement in the Walk for Reconciliation and will become an annual event.

The Northern Illawarra Aboriginal Education Consultative Group organised a morning tea for Aboriginal students and a companion. Held at the Novotel North Wollongong, four students listened to inspirational speakers and musical performances before enjoying a delicious morning tea.

NAIDOC Week

NAIDOC Week is a significant event on the school's calendar and this year it was recognised and celebrated by a range of events.

In 2017, we once again entered a two-person team in the NAIDOC Public Speaking Challenge. This challenge aims to develop skills in research, goal setting, organisation and oral presentation, while increasing the student's knowledge of Aboriginal and Torres Strait Islander histories and cultures in a localised context. The topic for this year's challenge was 'Our Languages Matter' that aimed to emphasise and celebrate the unique and essential role that indigenous languages play in cultural identity, linking people to their land and water and in the transmission of Aboriginal and Torres Strait Islander history, spirituality and rites, through song and story.

Henry, supported by Blake, participated in this challenge, providing a well-researched and rehearsed presentation. Our students were successful in gaining entry into the regional then state finals that were held at Dubbo on Monday 30 October. This experience provided the students with a unique opportunity to present to a large audience, consisting of students from across the State. They witnessed outstanding public speaking and debating from primary and high school students respectively. Highlights of this event included travelling by plane to Dubbo with Mrs Morton and the overnight 'Roar and Snore' experience at Dubbo Zoo.

Five students attended a performance by Bangarra Dance, *Bennelong (Wilay)* at the Sydney Opera House. The students were treated to a back stage tour, organised by a parent who is also a Trustee of the Opera House. On this tour, the students met and spoke with several dancers. After the performance, the

students once again spoke with dancers and the Artistic Director of Bangarra Dance Theatre, Stephen Page.

To celebrate NAIDOC Week, our Aboriginal students were also invited to participate in the Taronga / NAIDOC School's banner competition. Douglas and Cassia took advantage of this artistic opportunity and were presented with certificates that had their own artwork as the background.

Catherine, an Aboriginal parent and local artist, worked with our indigenous students to further develop their pictorial journey at Bulli Public School and life in general. During our NAIDOC Day celebrations, these students worked with Catherine to paint the second panel of the 'Journeys' mural that forms the backdrop to our Reconciliation Garden. Each year, a new panel will be added to this mural, thereby tracing each indigenous student's personal journey through Bulli Public School.

Bulli Public School's NAIDOC Day celebrations involved all students participating in a variety of workshops that included Aboriginal dance, arts, crafts and story-telling. Kindergarten and newly enrolled students' handprints were added to the mural adorning the computer laboratory wall. Another NAIDOC Day activity was our stunning handprint display that can be seen on the cover of this year's Annual Report. Every student painted a handprint that was attached to a skewer and placed around our flagpole. These activities were followed by a picnic lunch with families and an indigenous sports and games afternoon.

Debra Wedeman and Lisa Cadorin (Aboriginal Education Coordinators)

Multicultural and anti-racism education

Indonesian Language and Cultural Program

2017 saw us continue our Indonesian Language and Cultural Program at Bulli Public School into its sixth year. During this year, all students from Kindergarten – Year 6 participated in the program.

During Bahasa Indonesia lessons, the students were involved in a variety of activities that fostered the development of knowledge and understanding about Indonesia – its geography, its people and its culture. As well, they were involved in tasks designed to develop listening, speaking, reading and writing skills necessary for effective communication in Bahasa Indonesia. Students were encouraged to make comparisons between the Indonesian and English languages and to discover the similarities and differences in linguistic structures and vocabulary.

Barbara Turner (Indonesian Language Teacher)

N.B. Due to changes in staffing, it is not possible for our Indonesian Language and Cultural Program to continue in the foreseeable future.

Anti-racism

The school has a strong culture of inclusiveness and is proactive in its efforts to ensure all students are accepted. Involvement in Harmony Day, an extensive Peer Leadership Program and ongoing associated events, our social skills program and anti-bullying programs such as Bullying: No Way and Interrelate's Say No To Bullying campaign are all proactive ways students at Bulli Public School work together to combat racism.

Mrs O'Brien continued as our Anti-Racism Contact Officer with Mrs Morton continuing as Anti-Racism Delegate. In 2017, no reports of racism were received.

Other school programs

At Bulli Public School, we pride ourselves on providing a range of opportunities for our students. Carefully selected to complement our vision of achieving equity and excellence for all, these opportunities aim to foster and promote successful, confident, creative, informed and active citizens. In general, activities listed in this section are in addition to those already mentioned in this Annual Report.

Creative and Performing Arts

2017 has been a vibrant year for the arts at Bulli Public School with our students able to experience a wide variety of activities.

The whole school assemblies gave each class an opportunity to perform. 2017 saw dancing, singing, including a song in an indigenous language, acting and poetry being performed by enthusiastic students. The end of year concert saw each class perform an item at night time. This gave parents who couldn't attend assemblies throughout the year the chance to see their children perform. The end of year concert is a highly anticipated event and an opportunity for the community to celebrate the talents of our students and staff.

Our talent quest provided students with the opportunity to perform in a different setting. They had to organise, rehearse and perform their items. It was a wonderful showcase of talent with acts ranging from dance and singing to drama.

Visual Arts

The display of students' work in the school's foyer provided an ever-changing kaleidoscope of colour and creativity.

Selected gifted students from Years 3–6 were given the opportunity to attend Wollongong Art Gallery for their exhibition: John Bokor – *Out of the Ordinary*. Not only did the students view the exhibition, they participated in workshops to produce interior drawings using charcoal and still life paintings using acrylic paints on canvas.

Selected Year 1 and Year 2 students were given the

opportunity to attend Wollongong Art Gallery for their exhibition: *Animals in Art Indigenous Works* from the Gallery's collection. They attended a printmaking workshop and undertook drawing activities.

Students in 5/6B and 5/6S went on an excursion to the Wollongong Art Gallery to view an art exhibition inspired by recycled materials. 5/6B then created their own 'up cycled' art works that formed the centrepiece of their drama performed twice throughout the year to high acclaim.

Each year a talented student from Stage 2 is the recipient of the Bitz–Gibson–Hook award. This year the recipient of this prestigious award was Alara.

Donna van Kessel (Creative Arts Coordinator)

Drama

Students in 5/6B and 5/6S created short films to enter into this year's Film by the Sea festival. Small groups of students scripted, acted, edited and published their films under the guidance of Mrs Byrom and Mrs Saddi. They also participated in a workshop provided free of charge by Future Filmstars. Two films, 'Marvellous Chocolate Factory' and 'Expectation vs Reality' were selected for the evening's red carpet event. Both classes attended the matinee event, gaining valuable insights and ideas for the future. Due to the success of our involvement in the Festival, four teacher professional learning scholarships were awarded to our school.

In Term 3, all students participated in a range of drama learning experiences where they had the opportunity to develop their skills of improvisation, team work, performance, problem solving and techniques to specifically engage and entertain their audience.

Music

Twenty students from Years 3–6 participated in the 63rd Wollongong Schools' Choral Festival at Wollongong Town Hall. Meeting every Wednesday at 8am with Mrs Cochrane (a volunteer) and Mrs Morton, this enthusiastic group of interested singers sang 'Moment of Peace' and an abridged version of 'Diamonds in the Sky' for their individual item. Joining with over 150 students from other local schools, they also sang the seconds part in many combined items, some of which required complex actions and harmonies. Two of our singers were selected to sing individual parts and one student was chosen for a dramatic part. We are proud to offer this choral opportunity to interested students who love to sing, not just to those with a gift for singing.

Six students auditioned with five selected to sing with the Regional Vocal Ensemble, a talent development project from Regional Arts South. Our students form one-sixth of this ensemble.

At our end of Term 1 open classroom and hat parade, nine acts entertained community members with lunchtime busking. Raising \$130 for the school, the

audience was entertained with song, dance and the playing of musical instruments. Students were provided with a similar opportunity to perform at the Bulli on the Green Fete, providing free entertainment to their audience.

Rhonda Morton (Music Coordinator)

Gifted and Talented Education

At Bulli Public School we provide a range of opportunities to engage, extend and enhance the talents of our gifted and talented students. While some of these opportunities are detailed elsewhere in this report, the following opportunities and achievements demonstrate our commitment to meeting the needs of our students with gifts and talents. These opportunities and achievements are in addition to the extension and enrichment opportunities within the classroom teaching and learning program.

Academic

Our Learning and Support Teacher, Mrs Morris, worked each week with a number of gifted students providing them with guidance, support and advice regarding their Personal Interest Project (PIP). These projects enrich and extend a student by providing them with the opportunity to explore their area of personal interest beyond the regular classroom program.

Six students were invited to apply for the Wollongong North Academic Gifted class for students in Year 5. Students were required to sit an entry level examination. Travis was successful in his application and attended the class each Monday for just over two terms exploring Shakespeare and entrepreneurship as part of his studies. The costs associated with the test and participation are met by the school.

Five students were selected for a 2018 Year 5 Opportunity Class. At twenty per cent of our Year 4 cohort, this is an exceptional number of students.

Twenty talented writers attended the Sydney Writers' Festival where they learnt about author craft from, and met, several well-known authors.

Students in Years 2–6 were provided with the opportunity to undertake the University of NSW Global Education Australia Assessments (ICAS) in the areas of Science, Mathematics, English and Writing. Eight students participated in twenty-three assessments with highlights including five high distinctions and four distinctions across all areas. Scott achieved a perfect 100% in the Year 4 Science paper and was awarded a medal in a ceremony held at the University of NSW.

Twenty-seven students from Years 1 – 6 were recommended by the school to attend the University of Wollongong Learning Labs conducted in the school

holidays with a number taking up the opportunity to apply.

Tournament of Minds

Once again in 2017, Bulli Public School entered a team in the Tournament of Minds (ToM) challenge. Some 30 students expressed an interest in participating and attended the initial training sessions. They were involved in activities designed to promote team-building skills as well as creative and lateral thinking.

With so many interested students, it was decided by the Executive Leadership Team, that the 2017 team would comprise Stage 3 students. The final team of seven consisted of Ella, Amelia C., Kayla, Sienna, Audrey, El'Lena and Isabel. They spent a very demanding five weeks working on their long-term Engineering–Maths Challenge and practising for the impromptu challenge. After presenting their solutions to both of the challenges at the Tournament of Minds NSW Regional Final held at Nowra High School, the team was awarded Tournament Honours. A wonderful achievement and an amazing experience!

As ToM is time consuming for students, it has been decided to make our participation in ToM a bi-annual event so that students can also participate in other extra-curricular activities.

Barbara Turner (Tournament of Minds Coordinator)

Sport

While a detailed report is located later in this Report, it is of significance that our gifted students are provided with opportunities to trial for District sporting teams with the opportunity to then represent the Region then State if selected. In 2017, Amelia was selected to represent the Illawarra South Coast Region in basketball, participating in the State carnival.

Professional Learning

In 2017, all teaching staff completed *Understanding the Numeracy Continuum K–6* and *Mathematics Building Blocks* professional learning courses in addition to their ongoing professional dialogue about *Focus on Reading*. In 2017, the emphasis was on differentiating learning experiences from the top students down. This is in contrast to previous theories that encouraged differentiation from the middle ground. In preparation for 2018, the school has engaged the team from Gifted Education Research, Resource and Information Centre (GERRIC) from the University of NSW to deliver the mini-Certificate of Education to all teaching staff. This opportunity will also be available to one staff member from each of the schools within the Seacliff Community of Schools.

Student Wellbeing

Bulli Public School's approach to student wellbeing is proactive, responsive and cohesive and calls upon relevant expertise as the need arises.

Learning Support

Bulli Public School meets the requirements of the Disability Standards Act for Education (2005) by providing learning adjustments to ensure that students with a disability are able to access the curriculum on the same basis as students with no disability. Records are maintained in accordance with the guidelines, including those determined by the Department of Education. Parents of students with a disability are invited to meet with their child's teacher twice each year to discuss the learning adjustments that are being made.

In 2017, the Learning Support Team (LST) monitored 24% of students, some of whom have specific needs that have been identified as requiring targeted intervention. This included students requiring behavioural, social and/or emotional support. The LST also oversaw adjustments to academic programs for both remediation and extension purposes. Teachers and parents referred 20 students to the LST throughout the year.

The LST consists of the coordinator/Assistant Principal, Principal, school counsellor and Learning and Support Teacher. The team meets on a fortnightly basis to discuss and review students' assessment data and learning plans to monitor the progress of students towards achieving their individual learning goals.

The LST ensures each student's progress is monitored and reviewed each term by examining available data, analysing their needs, providing targeted support and implementing appropriate programs, as needed. Teachers evaluate and implement teaching strategies for students with additional learning needs, implement varied programs and attend a variety of courses to reflect specific student needs.

The LST liaises with teachers in regards to individual learning plans and works with external agencies and community groups to assist students with additional learning and support needs. Teachers continue to make adjustments to programs based on the needs of identified students and collaboratively plan strategies and programs to support high expectations in learning.

Parents/Caregivers of individual students who receive funding from the Department of Education were involved in review meetings as part of an annual review and to develop transition strategies.

The school will continue to support ongoing links with Departmental resources and community agencies based on identified student needs and in accordance with the Disability Standards Act for Education (2005).

Sacha Byrom (Learning Support Team Coordinator)

Kindergarten / Year 5 Buddy Program

Our successful Kindergarten / Year 5 Buddy Program continued in 2017 and proved to be a positive initiative where a friendly atmosphere was created and caring relationships were modelled and fostered. The Bulli Public School Buddy Program is designed to help settle our younger students into their new school environment. During the first four weeks of Term 1, the Year 5 students supported their Kindergarten buddy during morning arrival, recess and lunchtime. This scheme helped promote a positive transition from home to school for our Kindergarten students and gave the older students the opportunity to develop leadership skills, a sense of responsibility and positive relationships with younger students.

Throughout the year, other activities further strengthened the relationship between buddies. Some of these activities included:

- a treasure hunt to familiarise the new Kindergarten students with different aspects of our school.
- meet your Peer Leader to help Kindergarten understand the nature of the Peer Leadership program and what happens in the sessions. Kindergarten were shown the room they would meet in and met the Year 6 leader of the group as part of this process.
- reading and creating stories together to emphasise the comprehension skill of making connections.
- science and art themed lessons on life cycles to complement their in-class learning.
- fitness style circuits and games created and run by the Year 5 Buddies.
- DANCE Off – Year 5 taught their buddies a new dance in the hall.
- play a board game together to practise counting and the social skills of taking turns, and how to be a good winner and loser.
- Garage Band – Year 5 taught their buddies how to access and use this program on the iPads, creating music together to later share with their Kindergarten class.

Different skills, including communicating, decision-making, interacting, problem solving and interpersonal relationships were introduced and reinforced throughout the program. At the end of each session, Year 5 buddies reviewed how the session went and what they could do to improve.

The Buddy Program was such a success that students continued to meet at least once or twice each term and for special events. The picnic lunch in the playground each Wednesday remained a firm favourite.

Lisa Cadorin and Ros Saddi (Buddy Program Coordinators)

Other achievements, programs and initiatives

- Students from 3/4vK and 4/5W were given the opportunity to enter the Harmony Day poster competition with Isabel being named a Regional

winner at the award ceremony held at NSW Parliament House.

- Students from 3/4vK and 4/5W were given the opportunity to enter Interrelate's *Say No to Bullying* poster competition with Samantha and Zac being awarded highly commended at the award ceremony in Chatswood.
- Initiated by students in 5/6S, the school participated in the *One Million Stars School Challenge* for the *National Day of Action Against Bullying and Violence*, contributing two hundred and twenty stars.
- Mrs Morris worked with a consultant from the Roads and Maritime Services and Department of Education to develop our Riding to School Policy.
- Our Sun Protection Policy was updated to include the optional uniform item of sunglasses and as part of the Cancer Council's SunSmart registration process.
- Our Transition to School program was conducted over four weeks with parents attending workshops while their children were in the classroom with teachers, Kindergarten helpers and buddies. A parent evaluation of this program resulted in no suggestions for improvement and overall satisfaction.
- Mrs Morton addressed parents at both Bulli KU and Sandon Point Pre-school, to share her insights and respond to questions about starting Kindergarten. Mrs Patterson addressed parents at Big Fat Smile Bulli Community Pre-school for the same purpose.
- Students in Years 2, 4 and 6 were provided with *Surf Sense* lessons courtesy of Wollongong City Council while Surf Groms provided a free surf education workshop to our Stage 3 students.
- All students participated in Life Education lessons that included a visit to the van and follow-up lessons delivered as part of our Release from Face to Face program.
- Our Social Skills program was delivered through the display of posters around the school and in each classroom, and items in the newsletter for parents to discuss with their children.
- The P&C heavily subsidised the cost to families to attend Interrelate's personal development programs for students in Stage 2 and 3.
- The changes to the award system in our Student Welfare and Discipline Policy were well received with the community supporting the shift to students' self-regulating and taking greater responsibility for their learning and behaviour through goal setting rather than the reliance on extrinsic rewards.
- Our Anti-Bullying Plan was updated for the period 2018 – 2020 in consultation with Stage 3 students, members of the P&C and staff.
- Our Student Leadership Policy was revised to address the occurrence of a gender imbalance in eligible applicants for the position of school captain and vice-captain.
- Isabel, Larni, Ava and Henry from Year 5, were chosen to form the Seacliff Year 5 Leadership Team. The team organised a Winter Disco to support the Wollongong Homeless Hub.

To attend the disco, students donated a gold coin and/or an item of winter clothing.

- Ten students accepted an invitation to attend the KidzWish Christmas Party for students who have a disability, are sick or are disadvantaged.
- Banners provided by Wollongong City Council alerted drivers to the school pick-up zone and bus zone.
- One student participated in the Bulli Police and Community Youth Club *Readercise* program.
- Two students were given the opportunity by Northern Stars Swim School to participate in a free ten-week learn to swim program.

Public Speaking

An important part of literacy is being able to express your ideas and communicate with others. At Bulli Public School, students regularly practise public speaking in their classes and have opportunities to further develop their skills through leadership positions such as the Student Representative Council and leading assemblies. Students develop confidence and their self-esteem is enhanced through these activities.

To extend our students further, we participate in the Seacliff Community of School's Public Speaking Competition. To prepare for this event, all Stage 1, 2 and 3 students prepare a speech to present to their class. They also present an impromptu speech. Three students were selected from each class to compete in a Bulli Public School stage 'Speak-off'. The best three students per stage then progressed to the school 'Speak-off'. From this event, Charlotte (Stage 1 – Year 1), Angus (Stage 2 – Year 4) and Macy (Stage 3 – Year 6) were selected to represent our school at the finals. They spoke very well and positive feedback was received about their speech delivery. Both Charlotte and Macy were awarded first position in their respective competitions.

Henry, supported by Blake, participated in the NAIDOC Public Speaking workshop then challenge at the local, regional and State level. (See Aboriginal Education for further information)

Leanne O'Brien (Public Speaking Coordinator)

Debating

Each year, the Seacliff Community of Schools conducts a debating competition between its primary schools.

In order for as many students to participate as possible, Bulli's philosophy is to rotate the opportunities to debate and positions assigned between as many interested students as possible. Our main purpose is to expose the students to debating and its conventions,

improve confidence in public speaking and develop team skills such as collaboration and cooperation.

In 2017, our debating team consisted of Macy, Ella, Amelia C., Sienna, Daisy, Audrey, Cohen, Eliza, Ava and El'Lena, all students from Stage 3. Three debates were held between Austinmer, Thirroul, Waniora and Bulli before the final against a school from the Northern Division.

A favourable result came from teamwork and excellent rebuttals as each of our speakers learnt to think on their feet and elegantly persuade the audience to agree with their views. In addition to the research undertaken by the team, enthusiastic Stage 3 classmates also brainstormed ideas for and against each topic to provide the team with a wider base on which to work.

We also hosted a round at our school. This was a great experience for all Year 3–6 students who were able to watch a debate with some taking the responsibility to time keep, announce and compere.

Ros Saddi (Debating Coordinator)

Environmental Education and Sustainability

This year, the school continued to implement environmental and sustainability initiatives.

Our student led Enviro Club enabled many students and community volunteers who are enthusiastic about caring for the environment to meet each week. In 2017, Enviro Club:

- completed the Peace Grove thereby enabling the finalisation of our outdoor classroom project.
- maintained last year's National Tree Day project while interested students from across the school created artworks using natural and found objects on National Tree Day.
- entered the Bunnings' 'Spud in a bucket challenge', growing potatoes in our own soil and compost mix made possible through our Crunch and Sip program.
- entered our compost into Wollongong City Council's Compost Competition, coming a very credible second. Our compost not only uses fruit and vegetable scraps but also weeds from our gardens and shredded paper from the office. The worms love our compost!
- maintained and rejuvenated the Reconciliation Garden, Wadi Wadi Garden and vegetable gardens.

Students from 5/6S entered poems in Wollongong City Council's Rise and Shine Competition. Based on the theme, 'Why it is important to look after our environment', Audrey and Eliza were awarded first and second place in the competition.

The Wollongong Waste Education Team delivered a workshop to students in 5/6B and 5/6S to complement their studies about recycling and upcycling.

Keen to work with community groups and form partnerships with external bodies, the school facilitated the opportunity for education students from the University of Wollongong to engage in learning experiences. Students shared lessons with each other before learning about 'no-dig' gardening using our vegetable gardens. As part of their tertiary studies, they planted seed potatoes in our garden for students of Enviro Club to tend and to learn about growing your own food.

The school has made a concerted effort to recycle all paper waste, reduce water usage by using tank water for toilet flushing and garden watering, and conserve energy by ensuring lights, computers and air conditioners are used only when necessary.

Rhonda Morton (Environmental Education Co-ordinator)

Library

Bulli Public School library provides K–6 curriculum support for all classes with the teacher librarian working collaboratively with classroom teachers, focusing on information literacy skills and providing resources to support classroom learning.

The school's continued focus on literacy resulted in a substantial purchase of current literature during 2017 to provide popular books for student borrowing. Books have been purchased to support the new History and Geography syllabuses, provide rich text picture books to support L3, and deepen students' understanding of disability and discrimination issues. The commitment to motivate our boys with their reading has continued with a number of interest books being purchased. The success of this is evident in the increased borrowing this year.

The library is open on Tuesdays, Wednesdays and Thursdays during second half of lunch for those students looking for quiet activities. There are games such as chess, checkers and Snakes and Ladders as well as card games and memory games that can be played. Students may also choose to draw, sit on a cushion and read, or catch up on some work or homework on the computers if they don't have access to computers at home. Library monitors help students in the library at lunchtime.

Access to technology in the library increased in 2017 with the addition of extra desktop computers providing ten computers in our computer area. The interactive whiteboard and video conferencing equipment continue to support classroom programs.

The P&C has once again supported the library with a donation for the purchase of books. Book displays have been improved with the purchase of clear acrylic book holders and display shelves to have the book covers

facing outwards. There has been an increase in the interest and excitement of students discovering new books to borrow as a result of this strategy.

A Book Fair was held in June and was well supported by families. Some families purchased and donated new books to the library. Due to the generosity of the school community, the library received over \$1000 worth of resources as commission.

Book Week was celebrated in Term 3 with classes completing activities related to the shortlisted books and participating in a K–2 colouring competition and a Years 3–6 poster competition. Book Week culminated in a dress–up day celebrating the theme *Escape to Everywhere*.

In 2017, all students were encouraged to participate in the Premier's Reading Challenge (PRC) through the school library. Extra PRC books were purchased to provide a greater range of books from which to choose. The library enabled students to locate the PRC books by displaying them in designated areas. Boxes of PRC books were also placed in the K–2 classrooms for teachers to read to students. Posters were displayed in the foyer of the library to show student progress throughout the challenge. With teacher and parent support and encouragement, 171 students successfully completed this year's challenge. This was an improvement from 2016 with an especially pleasing increase in successful completion by our Stage 3 students. Certificates were awarded in November with extra certificates given to students who continued to read extra books up until the end of the challenge period.

Leanne O'Brien (Teacher Librarian)

Personal Development, Health and Physical Education (including Sport)

At Bulli Public School, we are committed to providing our students with a comprehensive range of activities to support, enhance and build their personal development, health and physical capabilities.

In 2017, one component of our Release from Face to Face program was Personal Development and Health. Delivered by Mrs Morris, this program addressed a range of areas including a healthy diet, positive relationships and safety, including cyber–safety for our senior students.

All students participated in the mandatory Child Protection program.

Kindergarten – Year 2

Over the course of the year, class physical education lessons including dance, aerobics, yoga and skills–based games and movement were taught while sport focused on explicit lessons and activities to

fundamental movement skills.

In Term 1, students participated in a K–2 Fun Run with eligible eight year old children given the opportunity to also compete in the school Cross Country event.

During Term 2, the Athletics Carnival was held. Together with age races, the students enjoyed tabloid activities, with the assistance of many parent helpers. Students also spent four weeks in a 'super fun', social and active program, learning the basic skills of cricket with MILO in2 CRICKET. Each week the students played game–based activities that kept them active whilst having fun and learning important social skills including team work and being a good sport.

In Term 3, the students enjoyed Aboriginal games during NAIDOC Day activities, practised dance steps for the Winter Disco and participated in a four–week soccer skills program conducted by Football South Coast. The students were able to develop their soccer skills in a safe and enjoyable environment. Whilst practising their ball skills, the students also learnt how to share, take turns, listen to instructions and work as a team.

In Term 4, students participated in a six–week gymnastics program with Gymsports. They finished off their sporting year practising their dancing for the K–2 Social.

Lisa Cadorin (K–2 Sport Coordinator)

Years 3–6

Term 1

Recreational Sport for students in Years 3–6 provided opportunities for students to experience tennis, bowling, soccer or boot camp for six weeks over a four–year cycle.

The Swimming Carnival was held at Thirroul Pool with 33 students competing at the District Carnival at Corrimal Pool. Hollyanne gained selection in the Regional team and competed at State level.

Our Cross Country Carnival was held at school with all students participating. Eligible students then competed in the District Cross Country Carnival during Term 2 with Halle being selected for the Regional team to compete at State level.

The SRC's Newcombe Ball Competition was held in Term 1. This event saw the SRC organising a series of lunchtime events so all students were able to participate. This complemented the rotational sporting activities for Years 3–6 that incorporated games of cricket and Newcombe Ball in class time.

Term 2

Athletic skills training commenced in Term 2 to prepare for our carnival and the District Athletics Carnival to be held over two days at Beaton Park in Term 3. Every Stage 2 and 3 student and eligible Year 2 students,

were given the opportunity to compete and improve their skills in the field events – high jump, long jump, discus and shot put. The school's carnival was held at Bulli High School, using the Northern Little Athletics course.

The athletics practice and preparation held at school paid off at District level. We congratulate the 27 athletes who competed on Day 1 and the 38 representatives on Day 2 of the PSSA District Carnival held at Beaton Park. With many students competing in sprint finals, we had quite a few representatives eligible to compete or as reserves for the South Coast Regional Carnival held in Canberra. The following students were selected to compete at the Regional Carnival: Chela – 11 Yr discus, Kaedan – 13 Yr 100m, Hollyanne – 13 Yr 100m, Jacob – 11 Yr discus and Rush – 12/13 Yr 800m. The following students were named reserves for the Regional Carnival: Amelia C. – 12/13 discus, Jacob – 11 Yr 200m and long jump, Lola – 11 Yr 800m and Rush – 12 Yr 100m. This is a great result for BPS! The highlight of the District Carnival was watching the relay events where the students must work together. It was exciting that the Senior Girls and Junior Boys teams both made the finals this year.

Students completed circuit training to consolidate their fundamental movement skills. Activities included: relays with baton practice, throwing and catching small and large balls, dribbling and kicking soccer balls to a partner and batting skills with t-ball stands and bats. Year 5 students also designed and trialed a timed fitness circuit with their buddies, teaching and practising the skills with them over a two-week period.

Cricket NSW ran MILO in2 CRICKET sessions over a four-week period. The students from K–6 were exposed to cricket in a fun, inclusive learning environment. The students also received information and advice on how they could continue a healthy, active lifestyle. The program was designed to link closely with current syllabus outcomes and was delivered by qualified, accredited Cricket NSW Staff. Content included development of the fundamental skills associated with cricket while also covering gross motor and movement skills. Cricket NSW also returned early in Term 3 to provide a game situation for the senior classes and to distribute MILO milk and gifts to the students.

Courtesy of Surfing Australia, AST Surf School, who were promoting Weet–Bix Surf Groms throughout the Illawarra region, came to the school and donated surf packs to our students. The packs included backpacks, rash-vest, hat, Weet–Bix Go Breakfast Biscuits, wax comb, stickers and a healthy lunch box brochure.

Term 3

To support our skills acquisition program, Netball NSW and Football NSW simultaneously conducted a four-week program subsidised by a Sporting Schools Australia grant. This program enabled our Years 3–6 boys and all students in Kindergarten–Year 2 to improve their soccer skills, while the Years 3–6 girls developed their netball skills.

In addition, Netball NSW sent one of their development officers to conduct a four-week program of netball skills for the girls. This, combined with team practice, culminated in the teams playing at our PSSA Gala Day. The Gala Day was a huge success with the girls on the field from 9.30am until 2 pm playing a new game and team of varying abilities every 20 minutes with 20 minute breaks. When the seniors were off, the juniors played with the older students cheering and coaching. The junior teams also had opportunity to watch the senior teams play. Three of our senior students also gave up their lunchtimes to help coach and mentor the three junior teams in preparation for the day.

Football South Coast, as the local representatives of Football NSW, gave the boys from Years 3–6 the opportunity to learn ball skills and drills, culminating in small field games in an intensive four-week program. The students then competed at the PSSA Football Gala day at Thirroul.

All students and a staff team comprising 21 members completed the Premier's Sporting Challenge. The grant received from our participation contributed to replacing and repairing pads for the playground and purchasing new sporting equipment. Through our involvement, we were able to secure a visit from their Ambassador, Paige Hadley, an Australian netball representative. She addressed the school, described her journey and answered questions. After her talk, she took the senior girls for a training session. This was a fantastic opportunity for all students.

Members of the Hawks basketball team spoke to our students about healthy eating and exercise and gave the opportunity for the students in Years 3–6 to meet the players and engage in drills that were fast and interesting. This visit certainly inspired the number of basketballs that subsequently appeared in our playground at lunchtime.

Our school facilitated the opportunity for interested students to trial for District teams in a range of sports. Nineteen students trialed for five different sports this year. We congratulate Amelia C. on her selection to the 2017 NSW PSSA Girls' Basketball team. Amelia was also successful in selection for the district Netball team. We also had success at League trials with Coopar and Kaedan selected to play in the District team. The P&C were generous in their financial support of each of our representatives at Regional and State level.

Term 4

Gymsports delivered a six-week gymnastic program that catered for K–6. The equipment and coaches ensured optimal participation in lessons that were challenging yet attainable for all participants. Each lesson lasted 30 minutes with two coaches provided for each class. The students used four main apparatus each week including bars, beams, floor and vault/mini-tramp. Other equipment such as balls, ropes, hoops, ribbons and bean bags were also used. Circuits were also used for optimal participation.

In addition to each gymnastics session, and to meet our obligations in terms of time spent engaging in physical activity, games of t-ball and cricket were played. The students enjoyed playing with their class, learning and practising the skills then taking it a step further to compete against others in their Stage.

Structured dance lessons in preparation for the Year 6 farewell were provided to all Stage 3 students each week.

General

Students were involved in the required 150 minutes of physical activity each week with physical education activities and short lesson break activities an important part of our curriculum. Energiser breaks, BrainGym and Mindfulness activities were incorporated into class programs. Mrs van Kessel conducted aerobics for Years 3–6 each week for 30 minutes.

To encourage increased participation in physical activities, playground markings were painted and a netball court was marked. Along with Newcombe ball, soccer and large ball games, these enabled class and playground activities to occur. A variety of sporting equipment, such as bats, balls, elastics, skipping ropes and hoops were available at recess and lunchtime. Peer-led physical activity opportunities also occurred as an integral part of the role played by the House Leaders selected each year for Ross and Shoobert.

At Bulli Public School, we endeavour to give every student the opportunity to attempt as many sporting experiences as possible. The implementation of the above programs and opportunities has enriched the students' learning, personal skills, health and attitude towards a healthy and active lifestyle.

Ros Saddi (Sport Coordinator)

Live Life Well @ School

The Live Life Well @ School program is a joint initiative between NSW Health and the NSW Department of Education. As part of our school's support for the 'Wellbeing Framework for Schools', Bulli Public School continues to implement the Live Life Well @ School program, a whole of school approach to the nutrition and physical activity of our students.

School Community Partnerships

- The school newsletter promoted healthy eating, physical activity and limiting small screen recreation.
- Each fortnight, 'Parenting Ideas' by Michael Grose was advertised in the newsletter, issued via Skoolbag and made available on the School's website.
- Parents prepared healthy food at sporting events.
- The school participated in the Sporting Schools Program.
- Students were encouraged to walk to school, especially on 'National Walk to School Day'.
- A representative from NSW Health was engaged

to share healthy food choices with our Kindergarten 2018 parents.

- Our Riding to School Policy was developed with the support of the Department's Road Safety Officer.

School Ethos and Environment

- The school promoted and participated in nutrition campaigns such as Fruit & Veg Month and Crunch&Sip®, with scraps being composted for our vegetable garden that is maintained by Enviro Club.
- A Crunch&Sip® survey was conducted with results showing that 85% of students were provided with fruit and 29% with vegetables. The consumption of vegetables has doubled, which is a great outcome! Many students had containers full of both delicious fruit and vegetables. Our best result, however, was 85% of the school student population bringing in water bottles each day.
- The addition of the school's first fixed playground equipment.
- An extensive variety of sporting equipment available at recess and lunch time.
- Opportunities for peer-led physical activity especially on cultural days such as NAIDOC and Indonesian Day.
- Food prepared at school functions and Meal Deal Days met the current canteen guidelines.

Teaching and Learning

- Students learnt about healthy eating and physical activity.
- Fundamental movement skills were taught in all years.

Lisa Cadorin (Live Life Well Coordinator)

Technology

The 2017 school year has seen the deployment of nine new desktops to the computer laboratory as well as transferring desktop computers to the library and classrooms through the annual Technology for Learning program. An additional twenty laptops have been purchased from school funds to supplement the available technology.

The school has recently upgraded the main photocopier with all staff computers having access via the school network. New copiers/printers have also been installed in the library and office. This upgrade is part of the Department's Integrated Imaging program.

The *Mathletics* and *Reading Eggs* programs are supported by the school with the assistance of funding from the P&C and a technology fee to students. The continued use of these programs has proven to be

invaluable to the students who can access these programs at school and at home. Other programs accessed by students on a regular basis include those used for coding, filmmaking, phonics and guided inquiry research.

Michelle Hiscocks (iPad Technology Coordinator)

Computer based assessment and report writing continues to use Easy School Reports Momentum.

Two teachers attended professional training in preparation for the NAPLAN online readiness test. This process assessed the school's technical readiness to administer NAPLAN online. Students in Years 3 and 5 experienced the online testing environment in preparation for NAPLAN testing and will participate in another readiness test in 2018 with full participation anticipated for 2019.

Professional learning for teachers in Word and G-suite was provided by Mrs Cadorin and Mr Gudze.

Teachers have continued to implement the school's technology scope and sequence including touch typing skills for students as part of the preparation for NAPLAN online.

A lunchtime Coding Club was established with Mr Gudze supporting students as they navigated a variety of coding software.

Debra Wedeman and Sacha Byrom (Technology Coordinators)

iPads

This year, the school has continued its commitment to exposing children to technology by maintaining student access to the iPads. These lessons are excitedly received by the children and thoroughly enjoyed. New skills are taught not only by the teachers but also through peer interaction.

The iPads have current software and apps appropriate to the needs of teachers and students. They are regularly charged and updated during allocated time.

The iPads are accessible to all classes. Stage 3 students have been involved in scripting and performing to create movies, the best of which were showcased at Film by the Sea. The iPads have allowed for one to one access to the internet and the completion of online surveys for students, staff and parents. Stage 1 and 2 students have experienced coding through the Scratch JR app, which enhances their computational thinking skills. Maths Splat has been popular in Stage 1 where maths skills are practised. Stage 1 have also been involved in creating projects and exploring their environment with the Wilderquest app. This allows them to experience life as a National Parks Ranger visiting the various habitats of the Australian landscape. Early Stage 1 use the iPads to improve their sight words, word processing skills, coding and musical talent. Early Stage 1 and their buddies spent time creating music and working collaboratively using the Garage Band app. These are just a few of the activities with iPads that occurred in 2017.