

Bulli High School

Annual Report



2017



8878

Introduction

The Annual Report for **2017** is provided to the community of **Bulli High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Chris Gregory

Principal

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Message from the Principal

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

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

The school's Parents & Citizen's Association, led by President Mrs Michelle Curtis, is committed to supporting student learning through not only fundraising but in working with the school, and operating the Canteen Shop and Uniform Shop.

Thank you to all our parents and community members for their ongoing support.

Chris Gregory

Message from the school community

Parents and Citizens Association

On behalf of the Bulli High School Parents and Citizen's Association, I'd like to thank all those dedicated parents and citizens who supported our school through volunteering their time and energy over 2017. Their support enabled us to donate over \$22,000 to the school.

Bulli High School P&C meets on the second Wednesday night of each month during school term. The meetings start at 7pm. Our Annual General Meeting is held in March. We have elected representatives as well as parents who regularly attend meetings. We are always looking for more parents to help us raise funds for the school. The P&C worked hard to help raise funds through collecting donations at the Bulli Foragers Market, thanks to Miriam for her tireless efforts. All funds raised by the P&C throughout the year provide ongoing financial support to the teaching and learning needs of students, staff and faculty areas. The majority of income generated by the P&C came through the Canteen Shop and Uniform Shop.

The canteen has been able to once again maintain its high standards of food preparation and increase the choices for

healthy food options. They are also looking at recycling options for packaging and plastic to reduce their environmental footprint. The Canteen were also involved in supplying food and drinks for the visit to the school by Japanese students from Furukawa Reimei Junior High School, and catering at events such as the School Musical and Twilight Zone thanks to Lyn for her support.

The uniform shop has been able to supply students with school uniform items in a timely manner and at a financially reasonable cost. The new dress has been a popular addition to the uniform shop.

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

Black Diamond Learning Centre	Establishment of a sensory garden
Creative and performing Arts	Venco Slab Roller
Careers	Subscription to website
English	Study guides support material for teachers
HSIE	Edrolo online HSC tut and curriculum resources
Library	e-book subscription
Music	Sibelius program
Science	Virtual reality headsets
TAS	Drone Package
Technology	Technical Support Officer
Maths	Clinometers
Gym PE	Projector and installation

Bulli High School P&C look forward to another successful year in 2018.

Julie Wilson

P&C Secretary

Message from the students

Student Representative Council message

It was an honour and privilege to be asked by the Thirroul–Austinmer RSL sub-branch to participate in its dawn service on ANZAC Day. Tasks ranged from public addresses to wreath laying, and participation in the catafalque party of the Royal Australian Air Force Cadets. We envisage that the presence of Bulli High School leaders will be a regular feature of this service for years to come. Sincere thanks are extended to our outgoing Leadership Team, which comprised Zoe Lewis, Hamish Bell, Kara Donald, Jake Hodgson, Maeve Couchand Jared Roberts.

Attendance at events like the commemoration service for the Bulli Mining Disaster of 1887 and active roles in the school's own ANZAC Day and Remembrance Day services, together with regular school assemblies, are all part of our leaders' lives. Our students never fail to conduct themselves impeccably and represent their school with dignity and respect.

A new initiative in 2016 was the forming of a partnership with a local charity called *Need a Feed*, which is run on a voluntary basis and seeks to collect food and personal items for those in the community who are disadvantaged. In 2017, we again placed an orange collection bin in the school and students were asked to bring in donations of items including rice, pasta, long-life milk, soaps and deodorant and a range of other essential items. Both students and staff responded with an incredible range and amount of items donated. We thank the school body and our community for the generosity shown. This initiative will return in November 2018.

We also welcomed nine new students as SRC members. Two of these new members, Bonita Chan and Lachlan York, were elected to the Senior Leadership Team for 2017–18, joining Katie Allison, Zachary Joseph–Wood, Sienna Hawksley and Monty Josh–Jones.

Brianna Newton and Tyson Bricknell. We thank Imogen Fowles, Isabella Pickett with special mention to Olivia Heathcote, for their service.

The SRC will continue its good work in 2018, and we thank staff, students and the community for their continued support.

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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. 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 evaluation process, the school considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated:

In the domain of Learning, our on-balance judgement is that Bulli HS is Sustaining and Growing.

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

The results of this process indicated that in the School Excellence Framework domain of Teaching, our on-balance judgement is that Bulli HS is that we are Sustaining and Growing. Teachers regularly review and revise teaching and learning programs and content. We are proudly continuing to develop a strong culture of teacher self-evaluation and reflection on teaching practice and effectiveness through targeted professional development and the continued connections within our wider professional networks. We have identified expertise within staff, and teachers work together in a collaborative environment to sustain and share quality teaching practices. We have determined we are Sustaining and Growing in Data Skills and Collaborative Practice. A greater focus has been placed on improved teaching methods in literacy and numeracy. The emphasis on developing teacher performance was clearly articulated in our school plan. The school is committed to supporting teachers to demonstrate personal responsibility in maintaining and developing their professional standards. Teachers have used evidenced-based teaching strategies. We have determined we are Sustaining and Growing in Effective Classroom Practice, Learning and Development and Professional Standards.

The results of this process indicated that in the School Excellence Framework domain of Leading, our on-balance judgement is that Bulli HS is Sustaining and Growing. A culture of high expectations is known in our community, community engagement is supported and as a school we are beginning to see measurable whole school improvement with improved attendance data, value added and HSC results. Our school projects are integral to our school planning and are regularly reviewed and milestones completed every five weeks. School resources are well managed and strategically planned to provide facilities and curriculum structures which support learning and student achievement. The changes made through our project Communications and Systems Effectiveness have resulted in improved systems

across the school. The emphasis is on Teaching and Learning. We are Excelling in Leadership, Sustaining and Growing in School Planning, Implementation and Reporting, and School Resources. We are also Sustaining and Growing in Management Practices and Processes and are committed to strengthening an even deeper level of parental engagement. Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Our self-assessment process will assist the school to refine our 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

Responsible and engaged learners

Purpose

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

Overall summary of progress

Student engagement continued to show steady growth with a good uptake of support services offered by a student support officer funded through the Flexible Wellbeing Funding. PLPs were completed for all indigenous students and where appropriate other students with identified needs.

All faculties implemented strategies to support students to prepare for NAPLAN, and all programs include a literacy focus.

An increase in the use of ALARM as both a writing and research tool has occurred. It has been embedded into teaching programs and assessment tasks for both junior and senior students. Students have demonstrated higher order writing and numeracy skills. and act upon regular quality feedback to responses through explicit teaching of literacy and high expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student engagement and independent learning as measured by improved NAPLAN results, ROSA grades, student outcomes demonstrated in internal assessment.	\$3000	<ul style="list-style-type: none">• ALARM has enabled students to gather and process information and compile a structured piece of writing. Students are able to use ALARM independently.• Writing improvement has been evidenced in assessment tasks and homework submissions. Before and after samples show clear improvement.• School purchased and successfully implemented the online resource Spellodrome in Years 7 & 8• Professional learning focussed on the analysis of NAPLAN data. Mathematics has changed class programs to include targeted strategies to address identified areas in NAPLAN which need further development.• Students volunteered to participate in a variety of extra-curricula activities with a focus on performances and STEM activities. The installation of flexible learning spaces in the library has provided an inviting and welcoming environment for independent study.
Aboriginal student PLPs completed and utilised to improve student engagement and learning outcomes.	\$1000	<ul style="list-style-type: none">• All Aboriginal students have completed PLPs.• All 3 HSC students successfully completed the HSC.• Year 9 students continue to achieve strong NAPLAN results.

Next Steps

In 2018 Bulli High School will continue to develop the capacity of students to demonstrate a high level of motivation and achievement through provision of support to identified students, through extra-curricula activities and the continuation of the Mind Matters framework.

ALARM will not run as a process in its own right. It will be amalgamated into a broader Literacy focused process.



Strategic Direction 2

Professional and innovative teaching practices

Purpose

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

Overall summary of progress

The BYOD program continued to be implemented, however, feedback from students, teachers and the school community suggested the policy needed refinement, resulting in a revised policy. Use of technology including use of online platforms has increased with teachers more confident in utilising technology in a meaningful way.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers have Performance & Development Plans which identify goals & strategies to support their ongoing learning.	\$4500	Teachers supported in achieving their goals through relevant and personal professional learning including the purchase of a Video Conferencing unit
Increase in teacher and student confidence in utilising and integrating learning technology to maximise 21C learning opportunities.	\$100 000	<ul style="list-style-type: none">• Change in policy for 2018 following the analysis of responses from the school community.• Implemented doc.camera, 3D printer lab, 3D goggles, established a drone bank, increased app use on personal devices resulting in increased student and teacher engagement which also demonstrated effective and meaningful use of technology.• Technical Support Officer engaged to support student and teacher use of technology and to support the school network• Upgrades to hall audio/visual set-up which has provided the Vocational course Entertainment, to meet course requirements and also deliver first class school presentations.
All teachers address the learning needs of students through differentiating of curriculum.		<ul style="list-style-type: none">• Teachers are supported by the Learning Support Team through identified strategies and approaches

Next Steps

BYOD will be integrated within the 2018–2020 school plan rather than being a discrete process and will focus on the following

- Provision of further support for teachers to implement and use technology across the school.
- Employment of a TSO to be shared with Waiora PS.
- Effective and seamless introduction of NAPLAN online for Years 7 & 9.
- Maintaining staff currency with technology trends.

Strategic Direction 3

Dynamic educational relationships across our school community

Purpose

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

Overall summary of progress

Communication systems with parents continued to improve and are supported by data showing increased numbers of parents viewing the school website, registering with e-news and interacting with Facebook. Students and parents continue to utilise Millennium to complete subject selections and book parent/teacher interviews. The newsletter was used to articulate school expectations and celebrates student achievement.

Enhanced curriculum collaborations occurred between Bulli High School and its Seacliff CoS primary schools. Opportunities for collaboration were offered in public speaking, debating, STEM and visual arts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Systems and processes are known and understood by students, parents, staff and community	\$3000	<ul style="list-style-type: none">• School organisational charts detailing processes and procedures were created for the benefit of staff and students.• Five clear key messages were devised that underpin the school's philosophy and values.• Modified break and bell times were implemented.
Increased student and parent level of satisfaction of communication between school and home.	\$0	<ul style="list-style-type: none">• Data again demonstrates continued community engagement with the school's social media platforms, website and newsletter.
Bulli High School is the school of first choice for our local community.	\$6000 (Sponsorship from Austinmer/Thirroul Lions Club)	<ul style="list-style-type: none">• Bulli High School has achieved increased enrolments from across the Northern Illawarra with increased enrolments from particular schools• Feedback from families enrolling at BHS is overwhelmingly positive.• Greater connections with local businesses have been established• Local community support has resulted in the establishment of the Developing Leaders Program across the ten CoS schools.

Next Steps

The Year 5 Discovery Day will be further refined to cater for increasing participation rates. The five Key Messages will provide the foundation for communicating with our community. Curriculum links with our Seacliff Community of Schools will be extended.

Relationships with local businesses will be further developed to provide opportunities for students and develop student leadership skills.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17 863	<ul style="list-style-type: none"> • All Aboriginal students have completed PLPs. • The Aboriginal Education team meets regularly to implement strategies to support student learning and achievement. • The school enjoys strong relationships with our Aboriginal community. • All three students successfully completed the HSC. • Aboriginal students achieved strong results in the HSC and NAPLAN and have very good attendance records. • A mentor was employed to work with students. • Increased level of connectedness is evident.
English language proficiency	\$1 515 <ul style="list-style-type: none"> • English language proficiency (\$1 515.00) 	<ul style="list-style-type: none"> • Head Teacher coordination of a Welcome program for students enrolling from Intensive language Centre classes.
Low level adjustment for disability	\$50 000	Students at risk of not meeting satisfactory requirements in Years 9 –12, and students with identified learning needs, were supported in their learning by an SLSO and teacher.
Socio–economic background	\$75 000	<ul style="list-style-type: none"> • Student leadership was further developed and expanded. • Teachers were provided with relief to professional collaborate with teachers from other schools, the CNI, and develop appropriate programs of support for students. • Funds were used to support the activities of the school Project Teams within the School Plan.
Support for beginning teachers	\$38 998	<ul style="list-style-type: none"> • Teachers were provided with relief time to pursue professional learning for lesson preparation and to work with their mentors. • One Early Career Teacher (ECT) attracted new funding under the Department of Education's 'Strong Start, Great Teachers' scheme and is working towards Accreditation at Proficiency.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	432	425	456	452
Girls	377	395	403	418

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.4	93	93.6	93
8	91.7	89.5	91.3	90.4
9	90	89	88.5	89.9
10	87.8	86.7	87	86.7
11	87.8	85.6	89.6	87.8
12	89.6	86.9	90.1	86.6
All Years	90.2	88.6	90.1	89.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Non-attendance is a data driven process involving all staff. Student lateness, partial or whole day absences are followed up with processes in place..

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		2	5
Employment	6	11	18
TAFE entry		3	9
University Entry			63
Other		0	0
Unknown	4	3	5

The cohort of 2016 was remarkable for the increased number of students gaining entry into university from Bulli High School. For the past five years our rate of students gaining university entry has constantly remained around 55% however this grew significantly in 2016 to 63% of all students. This result had great statistical validity as it was based upon our highest ever survey response rate of 95% of students.

Year 12 students attaining HSC or equivalent vocational educational qualification (mandatory)

In 2016, 100% of students who completed Year 12 attained a HSC qualification.

Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training

In 2016, 4% of students completed vocational or trade training at TAFE or through other providers, while 26% of students completed school based VET courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 100% of students who completed Year 12 attained a HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	46.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	8

Professional learning and teacher accreditation

All school staff accessed professional development opportunities to support the school's transition into LMBR and teacher accreditation for all class teachers. Funding was allocated to staff-identified professional learning, which included school-based projects, curriculum based learning, regional networks and professional development accessed through registered and mandatory courses. Bulli High School teachers were supported in the process of developing their Professional Learning Plans. These goals and plans were used to prioritise professional development opportunities that staff accessed at whole-school, faculty and individual levels. Teachers participated in a range of compliance training, teacher-identified professional learning, registered and non-registered courses. The professional development of staff included areas such as the new Stage 6 Syllabus implementation, technology, wellbeing, syllabus implementation, differentiation, literacy continuum, SMART and Rap data analysis, HSC marking, quality

assessments, mentoring practicum teachers and leadership and career development. All permanent and casual teachers and SAS staff completed mandatory training and compliance. Teachers continued to work within the 'What Works Best' framework to evaluate and plan for quality classroom practices in 2017.

The Executive team attended an overnight weekend professional learning conference in Term 1. On Day 1 of Term 2, Bulli high School teachers worked with colleagues from the region in their Curriculum Networks (CNI) focusing on a range of priority areas within aligned with the School Plan and areas identified from the External Validation feedback. Six of our Bulli High School Head Teachers led many of these faculty CNI development days in their capacity as CNI co-ordinators or lead teachers, supporting the regional schools' development and implementation of the new Stage 6 Syllabus for a range of HSC subjects: English, Mathematics, Science and HSIE.

Bulli High School continues to ensure that Early Career teachers work closely with their supervisors, mentors and the Head Teacher Teaching and Learning, to complete the Induction Program and work towards developing their evidence and annotations for their Accreditation application. In 2017, One Early Career Teacher (ECT) attracted new funding under the Department of Education's 'Strong Start, Great Teachers' scheme and is working towards Accreditation at Proficiency. Three permanent teachers achieved Accreditation at Proficiency; three teachers have completed their Maintaining Accreditation at Proficiency level, and three temporary and casual teachers were working towards seeking Accreditation at Proficiency, of which all three successfully achieved their Accreditation at Proficiency in 2017. Five permanent staff members, executive and class teachers, are engaging in the Wollongong North Highly Accomplished and Lead Teacher network to work towards achieving the voluntary Accreditation at higher levels. All teaching staff were notified of their accreditation at proficiency and will begin their maintenance phase at the start of 2018.

In 2017, on top of the professional learning days allocated, a range of professional learning experiences and opportunities took place at after-school Professional Learning workshops, and at the Twilight Sessions after school each term. These ran for 3 hours and aligned with the new HSC Standards reform, the new Stage 6 Syllabus, quality teaching and learning and compliance training. Participation in professional learning supported teachers to engage in independent as well as collaborative professional development, both internally and externally of the school, and demonstrates Bulli High School's ongoing commitment to support teachers to deepen their pedagogical practice to improve the outcomes for all students.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months

(from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	864,686
Global funds	426,790
Tied funds	260,891
School & community sources	364,666
Interest	10,030
Trust receipts	75,553
Canteen	0
Total Receipts	1,137,930
Payments	
Teaching & learning	
Key Learning Areas	109,152
Excursions	88,782
Extracurricular dissections	107,092
Library	2,529
Training & Development	435
Tied Funds Payments	180,416
Short Term Relief	125,923
Administration & Office	128,649
Canteen Payments	0
Utilities	61,064
Maintenance	26,227
Trust Payments	77,407
Capital Programs	21,571
Total Payments	929,246
Balance carried forward	1,073,370

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	1,729,927
Appropriation	1,529,136
Sale of Goods and Services	21,839
Grants and Contributions	177,023
Gain and Loss	0
Other Revenue	0
Investment Income	1,929
Expenses	-593,065
Recurrent Expenses	-593,065
Employee Related	-245,303
Operating Expenses	-347,762
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,136,862
Balance Carried Forward	1,136,862

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	7,601,415
Base Per Capita	133,714
Base Location	0
Other Base	7,467,702
Equity Total	244,527
Equity Aboriginal	17,863
Equity Socio economic	73,970
Equity Language	1,515
Equity Disability	151,180
Targeted Total	718,868
Other Total	157,358
Grand Total	8,722,168

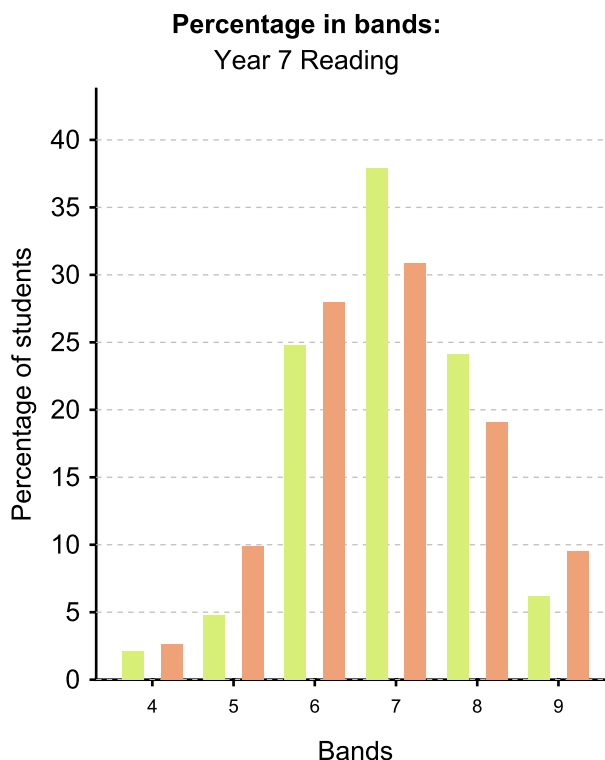
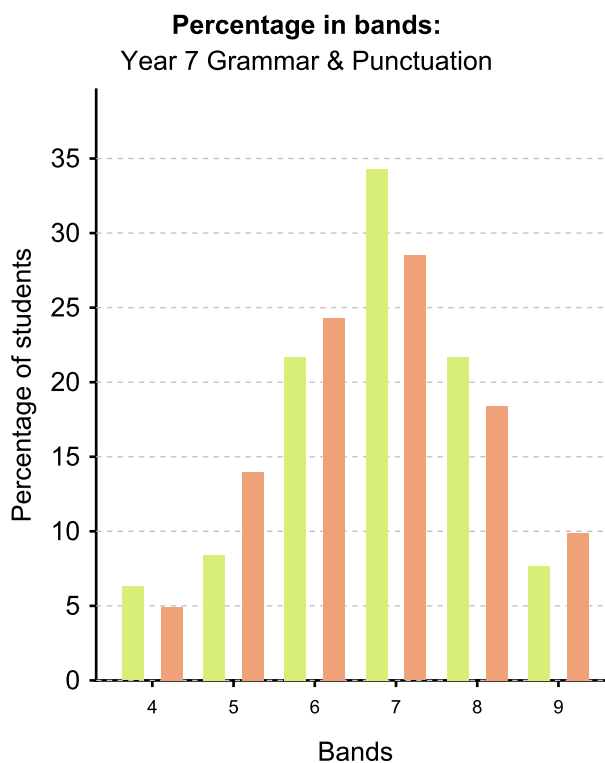
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

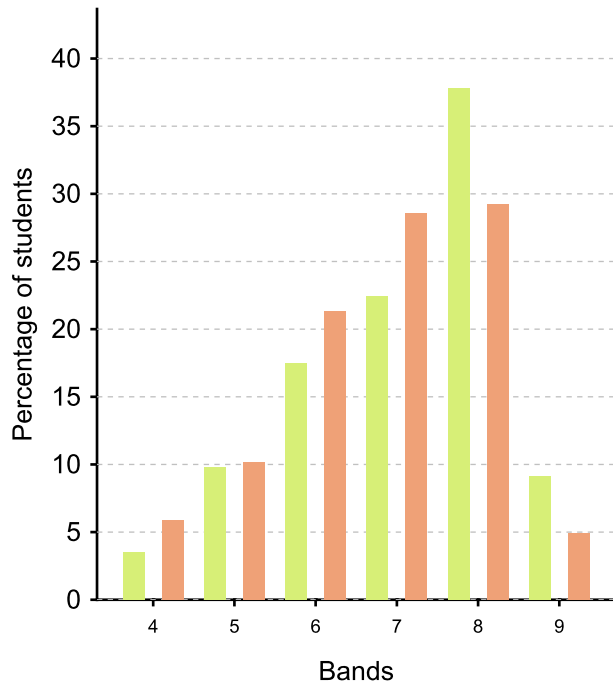
School performance

NAPLAN

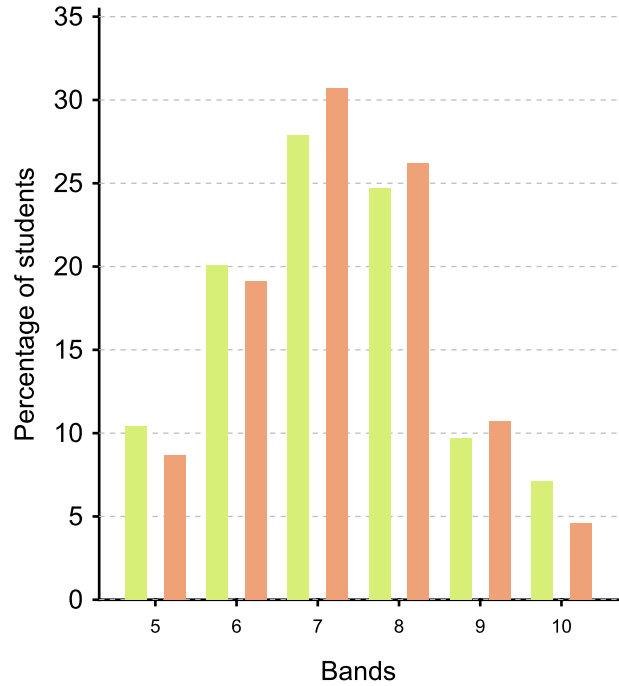
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



Percentage in bands:
Year 7 Spelling



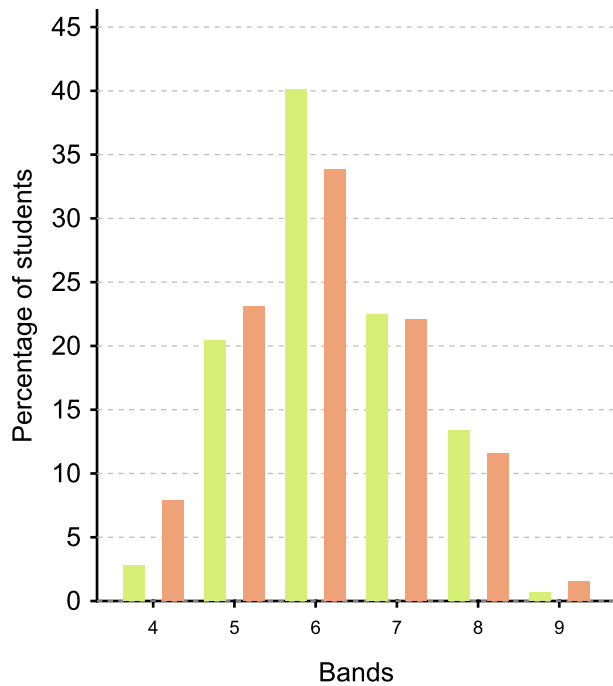
Percentage in bands:
Year 9 Grammar & Punctuation



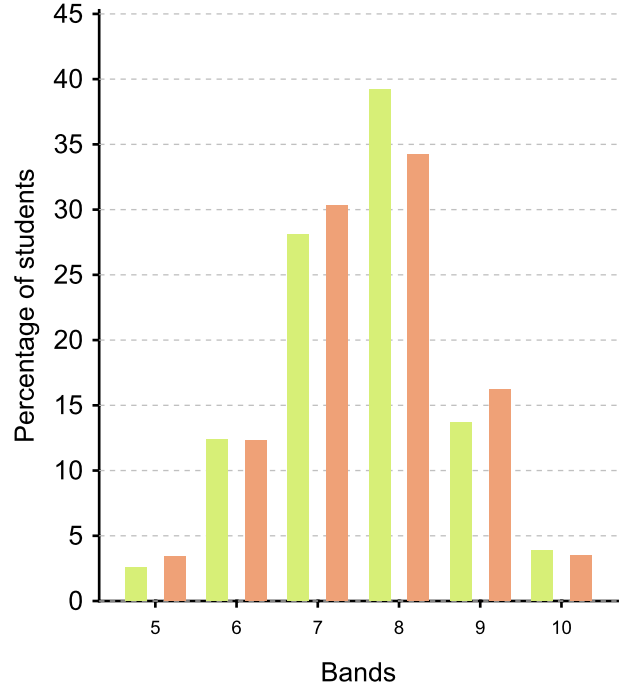
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



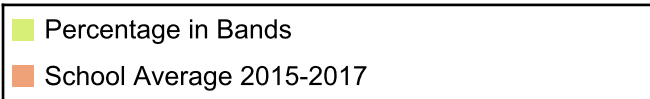
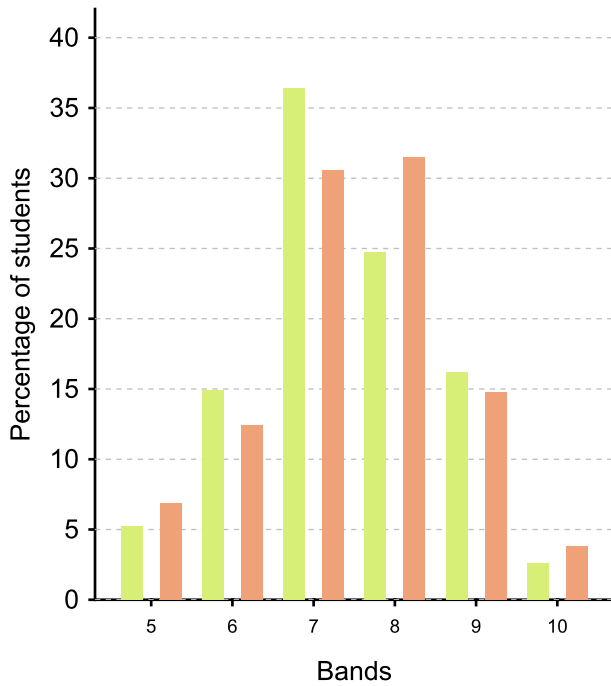
Percentage in bands:
Year 9 Reading



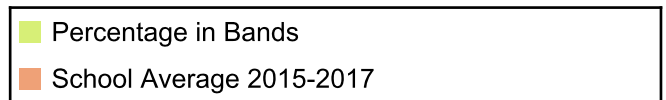
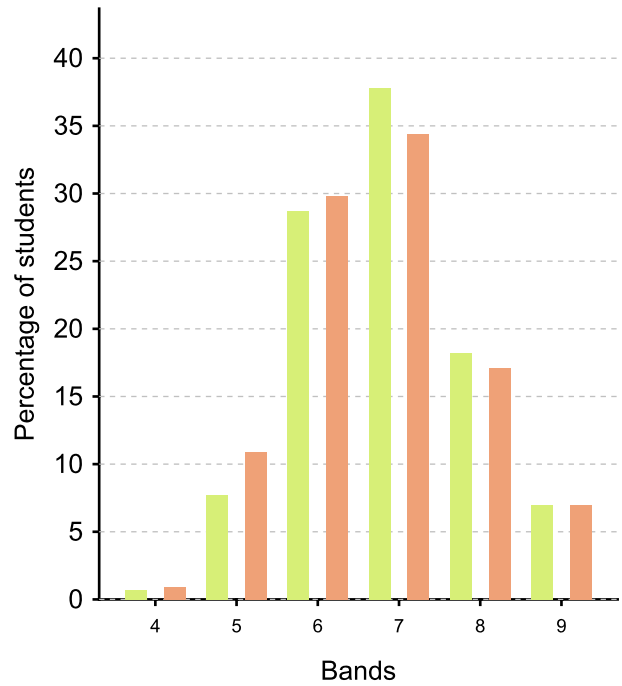
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

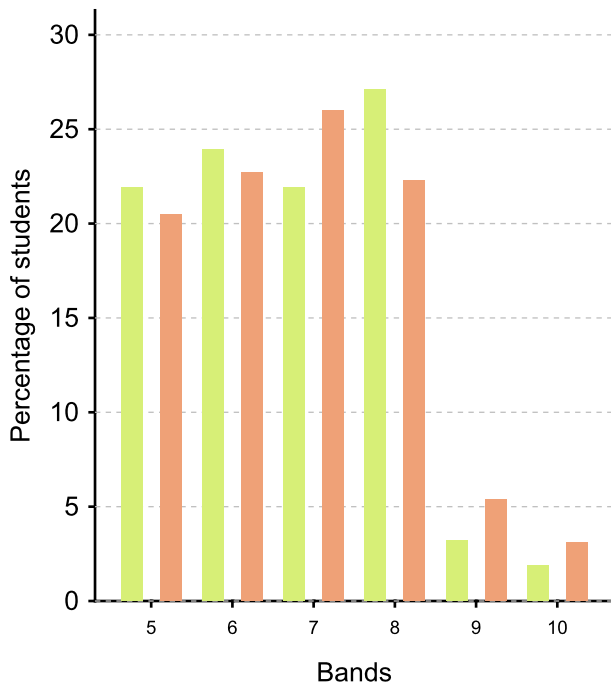
Percentage in bands:
Year 9 Spelling



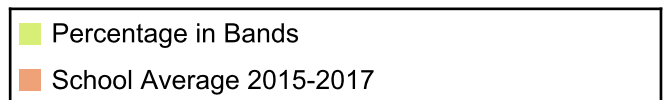
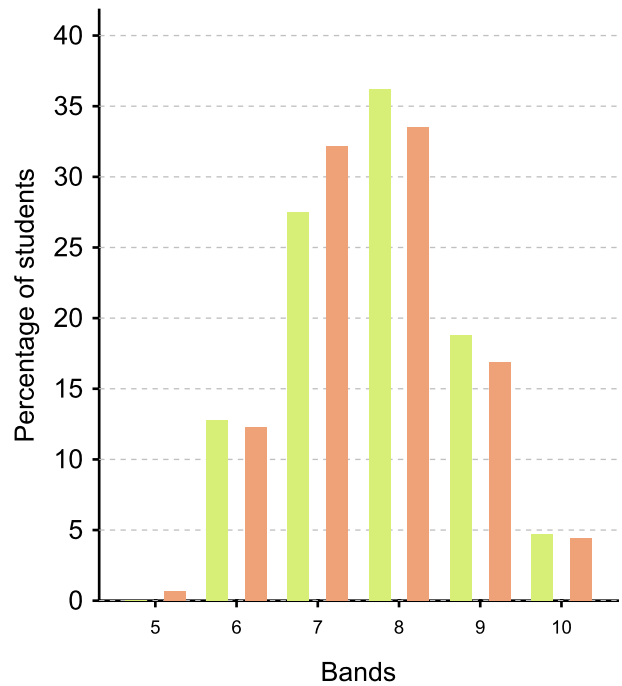
Percentage in bands:
Year 7 Numeracy



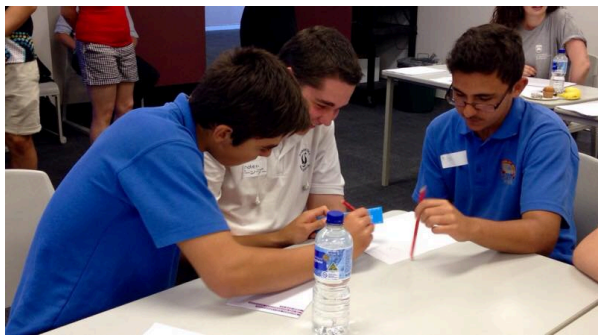
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy

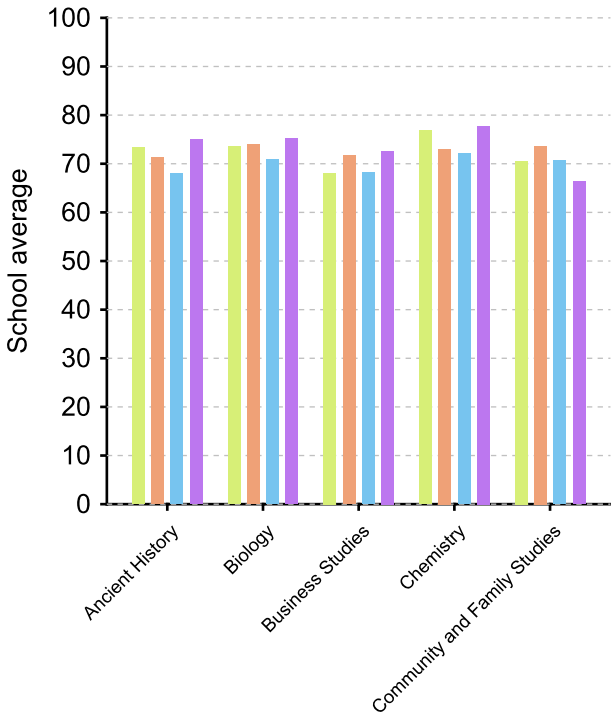
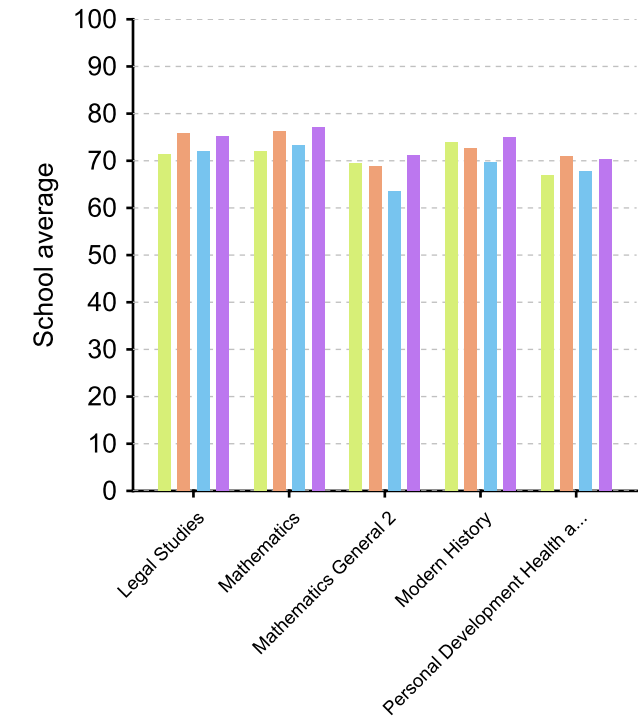
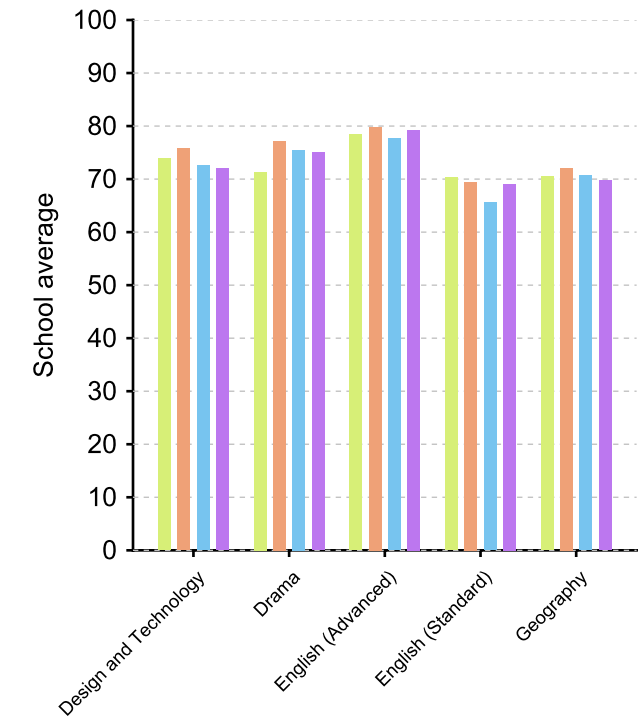


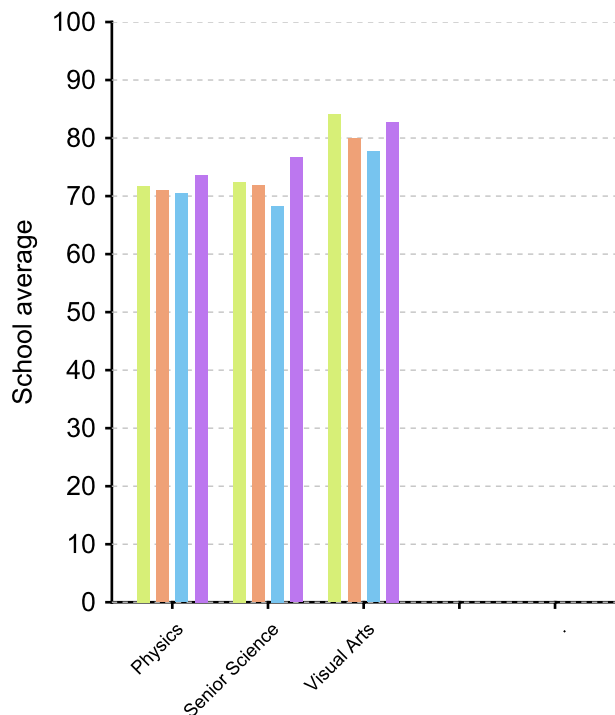
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



Higher School Certificate (HSC)

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





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

In 2017 feedback was sought from students, parents and teachers via a number of sources including the online the Tell Them From Me survey, parent feedback collected at school events and in student focus groups. Findings included the following:

The Tell Them From Me surveys for students showed a greater percentage of students than State reported feeling accepted and valued by their peers and others at school, and have friends they can trust. There is a very high level of student belief that they are responsible learners who are well behaved in their classes and school in general. Students reported being intellectually engaged and finding their learning enjoyable. 63% of students had scores of high skills and high challenge compared to the State norm of 42%. 84% of students indicated they can do well in their learning compared to 66% State norm.

Twenty students participated in a Wellbeing program which commenced mid-2017. Seventeen students completed an evaluation with strong support for the program. Overall students enjoyed the wellbeing group, report high levels of support for the program which enabled them to learn more about themselves, understand others better and have learned ways to handle difficulties they may face. Students valued working in groups, being able to interact with others, and to be able to learn about other members of the group.

Feedback from parents indicated a greater level of satisfaction with the level of communication between

the school and parents. Large numbers of parents and families regularly use Facebook, the school website, e-news and read the school newsletter. Parent satisfaction with the online booking system for Parent-teacher evenings is very high but many parents would like more time allocated for appointments. Parents and students also readily and easily engaged with the online elective nominations for Years 8 and 10. Parents feel welcome at our school and that the school supports learning and positive behaviour.

Responses from the People Matter survey indicated very strong levels of satisfaction from staff including 100% of respondents saying they understand what is expected of them to do well in their role, and their workgroup works collaboratively to achieve its objectives. The vast majority felt a strong personal attachment to our organisation, and believe they are able to speak up and share a different view to their colleagues and manager. High levels of satisfaction were also reported for receiving help and support from other members of their workgroup, their job gives a feeling of personal accomplishment and that people in the workgroup treat each other with respect. High levels of communication with their manager were also reported. These were all higher than the previous year.

Sixty-five Year 12 students completed the Exit Survey and provided the following feedback:

The majority of students felt their teachers expected high standards of work from them, that the work they completed in class was challenging, and that they have tried their best in class. Students responded that their teachers provided quality feedback, and have been available for extra support outside of class time. Students also responded that they were proud to be a student at Bulli High School, and that they felt their teachers took a personal interest in them, treat them fairly, and that they felt safe at school.

Policy requirements

Aboriginal education

The Indigenous Morning Tea was held on Wednesday 15 March in the Wadi Wadi Garden. It was attended by Indigenous students and invited friends, AIME and teachers of Bulli High School. It was an enormous success with the introduction of Kara Tuck in her role as mentor.

The annual Aboriginal Education Consultancy Group's Reconciliation Morning Tea was held on Monday 29 May at the Novotel in Wollongong. Two Indigenous students and two non-Indigenous students attended with Mrs Hicks and were able to mix with Indigenous and Non-Indigenous students from other schools in the Illawarra. There was guest speakers that shared their thoughts on reconciliation and a number of musical performances.

The National Reconciliation Walk and ceremony presented by Bellambi Public School involved various

sections of the community. The walk was a celebration of community and belonging. Bellambi Public School provided schools across the community the opportunity to experience traditional Aboriginal dancing, music and a smoking ceremony.

Students attended the 'Sharing Stories' performance at Wollongong Town Hall after the Reconciliation Walk. The show was an amazing display of storytelling by elders and musical performances by students in the Illawarra.

Approximately fifty students both Indigenous and non-Indigenous attended a cultural excursion to Bundeena in the Royal National Park where they were guided by national park rangers and Indigenous elders on a tour of Jibbon Rock. Students learnt traditional Aboriginal culture of the local area and viewed Rock Carvings

Indigenous students at Bulli High School have individual learning plans that have been completed and updated at times during the year.

A smoking ceremony was part of the local AECGNI (Northern Illawarra Aboriginal and Educational Consultancy Group Northern Illawarra) meeting that enabled Bulli High school to showcase to both the local and school community the fantastic artwork created by a number of Bulli High School students in conjunction with Aboriginal Elders Aunty Lorraine and Aunty Sharon from Coomaditchie. The artwork tells the story of Warilla Man and was designed and painted by Kara Tuck, Alinta Maguire, Vida-Rae Kennedy-Gough, Lachlan Tuck, Emma Jones, Jerusha Anderson Claus, Angel Davison, Tamsyn Allen, Taneesha Nye and Kaesie Dent. It has taken just on two years to complete the mural, which would not have happened without the tireless efforts of Ms Shiobhan Chazarreta.

Over 500 members of the Northern Illawarra Community gathered to celebrate the achievements of Aboriginal Students with the NIAECG Deadly Encouragement Awards at Waniora Public School. The event displayed culturally rich performances including traditional songs and dances. The awards ceremony recognised students who are achieving deadly results either in extracurricular activities or school subjects. Bulli High School joined Waniora in organising the event by providing volunteer students that greeted visitors, assisted with organisation of the event and catering of the event. Teachers from HSIE faculty at Bulli High School manned the Bunnings BBQ. Mrs Leanne Hicks was awarded the 'Victor Chapman Aboriginal Education Award' for her contributions to

Multicultural and anti-racism education

Nine percent of students at Bulli High School are from a non-English speaking background. The main focus of the school multicultural education policy has been through the curriculum and the continued refinement of the bullying and harassment programs. Multiculturalism is promoted and supported through curriculum perspectives and is a cross-curriculum focus in the new curriculum introduced in English, Mathematics,

Science and Human Society and its Environment.

Through the anti-bullying and anti-harassment programs the understanding of other cultures is nurtured and the need for acceptance of individual differences is stressed. Bulli High School once again hosted a group of 18 students from Furakawa Remei Junior High School from Japan for a six day cultural exchange in March. This visit provided a valuable opportunity for our students to learn about the Japanese culture and for our visitors to improve their spoken English.

Students gain a greater knowledge of global communities and a deeper understanding of foreign cultures through language classes. Year 7 students study an Asian Language (Indonesian) in Year 7 and a European Language (French) in Year 8. Bulli High School has an anti-racism contact officer (ARCO) who works with students regarding tolerance of others.

Other school programs

Crossroads Program

Crossroads aims to prepare and support students as they encounter situations related to identity, independence and their changing responsibilities. *Crossroads* aims to build students' sense of empowerment and respect for themselves and others and is designed to help senior students address issues of health, safety and well being at a time when they face significant changes and challenges in their lives.

Throughout 2017, a *Crossroads* programme was designed to address many of the issues faced by our senior students as they near the end of their schooling. We have established links with the wider community and several organisations committed to delivering their message to our students.

Feedback from the students via a survey of 2017 activities has rated the Nicole Fitzsimons Foundation presentation and the Living Books programme as the most interesting and engaging along with several positive comments about the yoga/mindfulness workshop.

School-wide support has been appreciated and all the events have run smoothly thanks to the accommodation of so many.

STEM

2017 has seen Bulli High School further enhance our claims as the premiere school for STEM in the region. We have continued to add to our range of resources with the addition of a DJI Spark drone, vacuum former and four more 3D printers.

We have again excelled when representing our school with state champions again being crowned in the NSW Aeronautical Velocity Challenge, four teams qualifying for the F1 in Schools State Finals and two teams representing NSW at the 4x4 in Schools National

Finals. In addition to these accolades we have had over 30 students receive recognition for their achievements winning University of Wollongong STEM awards.

Our iSTEM program has continued to excel with students from these classes leading our Seacliff Community of Schools primary school STEM workshops, whilst almost 100% of iSTEM students have continued their studies in at least one STEM subject in Stage 6.

Duke of Edinburgh Award

Student participation in the Duke of Edinburgh program continues to grow. In 2017, 51 students from Years 9 through to 12 were actively involved in the Duke of Edinburgh program. By the beginning of December, 11 bronze, 7 silver and 1 gold awards were completed. This was the first Gold Duke of Edinburgh Award to be completed by a student at Bulli High School. Students in the bronze and silver programs completed their hikes in the Royal, Heathcote, Morton and Blue Mountains National Parks. Gold level participants completed their hikes in Central Australia over a 12-day period. All students in the Duke of Edinburgh program have participated in a wide range of activities in the community to achieve the required hours in the Skill, Service and Sport component of their award.

Creative & Performing Arts (CAPA)

The Creative and Performing Arts provides students with a broad range of learning opportunities both within and outside the classroom setting. Student learning opportunities are diverse and individualised reflecting the wide range of student abilities and interests. These experiences include classroom centred learning focusing on the NESA syllabus in Visual Arts, Visual Design, Photography and Digital media, Film, Drama, Music, VET Entertainment Industry and Languages– French. Students have access to enrichment opportunities in dance, musical performance, dramatic performance, musical productions, choral groups and entertainment industry live performance experiences.

The Creative and Performing Arts Faculty has consistently achieved above state average with HSC results. Visual Arts achieved an outstanding ten Band 6 with no student achieving below Band 4. Five students achieved a nomination for ArtExpress with two students, selected for exhibition. Bulli High has been successful with students achieving selection for the prestigious ArtExpress exhibition for over 21 consecutive years reflecting the dedication to the Visual Arts by both students, staff and the community.

Community support is reflected in the continuance of our exemplar works on show at the local Point Street Café with the community continuing to support our students with requests to purchase work. Attendance at Art Exhibitions at school is also strong with very large numbers attending our opening nights throughout the year in our dedicated Short Gallery. Final Cut Film Night continues to be popular and reflective of the increasing numbers selecting Photography and Film making as an elective course of study. 2016 saw the introduction of the Visual Design course which has gained further

popularity in 2017 and continues to grow and develop interest and participation with our design students.

HSC Music students achieved excellent results in the HSC and showcased their work at the annual Highlight Zone HSC performance evening which was another well attended event. This was backed up by Twilight Zone, a performance evening for students from Year 7–12, showcasing the variety of talent and abilities with our Performing Arts students. Drama is a rewarding subject that has a strong practical component.

Drama at Bulli high provides opportunities for students to explore social and cultural issues including the diverse values of Australian culture. Students engaged in Drama continue to develop confidence communicating using vocal and physical control and imaginative skills. Drama Night was another hugely successful event and widely supported by the students and community. HSC Drama students perform their examination pieces and junior years Drama elective classes are also able to perform in front of an audience. The collaborative nature of the subject sees a continuation of the tradition at Bulli High School where students support and mentor each other in their learning.

The School musical ‘Anything Goes’ was a huge success with all evening and matinee performances sold out. The talent of our Performing arts students and the commitment and dedication of staff across the whole school, make the annual musical a major event that is a significant aspect of the inclusive nature of Bulli High School. The study of

Languages is a strong element in the broad curriculum offered to our students. Students at Bulli High school have access to Studies in French – beginners and continuers. The study of languages is an integral aspect of enhancing future employment options for students and supports a better understanding of the world in which they live through experiencing cultural aspects of the course as well as learning to communicate. Creative learning opportunities such as Crepe day and visiting French restaurants as a way of practising French conversation is reflective of the broad range of learning opportunities accessed by students to enhance and extend their learning.

Sport

2017 proved to be another successful sporting year for Bulli High School.

Students have continued to be offered an extensive range of sporting opportunities for Wednesday sport. These have included, surfing, learn to surf, stand-up paddle boarding, swimming, water polo, indoor rock climbing, badminton, indoor soccer, tennis and badminton, just to name a few! Our water sports have continued to be a very popular choice.

Our sporting carnivals were once again a success, with increased attendance and participation from students. The house colour system has been effective in creating a fun and friendly atmosphere for all participants and competitors alike. We have continued to have a strong

representation of athletes across swimming, cross-country and athletics carnivals at Zone, Regional and State levels.

In 2017 there were numerous teams who entered knock-out competitions for Bulli High School. These included cricket, rugby league, volleyball, basketball, water polo. Our students displayed great talent and sportsmanship at every level and should all be congratulated on their effort and involvement. Particular mention should be given to the Boys and Girls Water Polo teams who made it through to State Championships in u/15s and Opens divisions.

All students in Years 7–10 PDHPE participated in a swimming and water safety program through their PDHPE and/or PASS lessons. Students gained and refined their swimming and survival skills in the pool and surf.

A special mention should also be made to students who were awarded Regional recognition for their contribution to South Coast Sport: Max Ashton, Leanne Jackson, Kate Dryden, Ben Fulton, Jye Richards, Jazmine Yew and Kalea Eady. The Pierre De Coubertin Award was awarded to Jazmine Yew.