

Bulli High School

Annual Report



2018



8878

Introduction

The Annual Report for **2018** 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.

Mrs 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.

Message from the school community

On behalf of the Bulli High School Parents and Citizen's committee, I'd like to thank all those dedicated parents and citizens who supported our school through volunteering their time and energy over 2018. Their support is greatly appreciated.

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 join our meetings and to help us raise funds for the school. Please consider joining us in 2019.

The P&C worked hard to help raise funds through collecting donations at the Bulli Foragers Market, and catering at events such as the School Musical and Twilight Zone. All funds raised by the P&C throughout the year provide ongoing financial support to the teaching and learning needs of students, staff and faculty areas. This year the majority of income was generated by the P&C came through the 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 uniform shop has been able to supply students with school uniform items in a timely manner and at a financially reasonable cost.

The P&C were also involved in supporting the visit to the school by Japanese students from Furukawa Reimei Junior High School. The committee helped on BBQs for the Welcome Night for Year 7 students and parents, the Year 5/6 Expo Night and on Open Night.

Money raised by the P&C was be allocated to the various departments to be used for new equipment for students both inside the classroom and in the grounds.

Bulli High School P&C look forward to another successful year in 2019.

Julie Wilson

P&C Secretary

Message from the students

In 2018 our student leaders have had several opportunities to participate in activities, both within the school and in the community, and have distinguished themselves in the manner we have come to expect.

The Senior Leadership Team laid a wreath on behalf of the school and addressed the huge crowd through a poignant reading at the Thirroul–Austinmer RSL sub–branch dawn service on ANZAC Day. Great thanks are extended to our outgoing senior Leadership Team, which comprised Katie Allison, Zachary Joseph–Wood, Sienna Hawksley, Lachlan York, Bonita Chan and Lachie Josh–Jones.

Student leaders have represented Bulli High School at events including the commemoration service for the Bulli Mining Disaster of 1887 and played active roles in the school's own ANZAC Day and Remembrance Day services, together with regular school assemblies.. Towards the end of this year there was a change in assembly procedures, with the splitting of junior and senior assemblies. This provided our junior students with the chance to chair a school assembly, and provided ongoing leadership opportunities.

It is most pleasing to report that our partnership with local charity Need a Feed continued this year, with a drive to collect food and personal items for those in the community who are disadvantaged. Due to demand, we received two orange collection bins in the school and students again brought in donations of food. Students and staff responded incredibly well, which they have done consistently now for three years. We thank the school body and our community for the generosity shown. This initiative will return in November 2019, but donations can be passed on through the school at any time.

In 2018 we initiated a SRC planning day for all members. This gave students the opportunity to have an extended session of brainstorming, planning and scheduling of fundraising and other leadership activities for the coming year, as well as providing feedback on suggestions to further support teaching and learning outcomes for all students.

We also welcomed 13 new students as SRC members. Two of these new members, Olivia Fraser and Jack Essenstam, were elected to the Senior Leadership Team for 2018–19, joining Ellen Couch, Louis Donovan, Dakota Tawse and Tyson Bricknell. We look forward to another year of stellar senior leadership from this outstanding group. Other new members for 2018–19 are Sophie Fleming, Gus Hoefsloot, Lillian Iredale, Daniel McCoy, Lani Taylor, Zara Blomquist, Timothy Atkinson, Ethan Hawken, Jordanne Collier, Blake Douglas and Amelie Downie. We thank Hugo Szewcow and Sinead Heap for their past service. Finally, special mention goes to Grace Myerscough in Year 11 for her dedication, as she too departs the SRC at the end of the year.

The SRC will continue its good work in 2019, and we thank staff, students and the community for their continued support.

Brett Pember

SRC Co–ordinator

School background

School vision statement

Our students will leave Bulli High School as respectful, responsible young adults who value integrity, strive for academic and personal excellence, and are equipped to grow as life-long learners. Challenging curriculum, high expectations, effective and engaging teaching practices, proactive wellbeing programs and a diverse range of extra-curricular experiences will provide our students with the skills to be successful and actively contributing community members.

School context

Bulli High School is an outstanding comprehensive high school situated in the Northern Illawarra. It has a proud tradition of academic, sporting and creative excellence. Students are encouraged to reach their full potential and become community minded citizens, in a spirit of respect, responsibility, and integrity. Bulli High School has strong established relationships with our local community and works closely with local partner schools in the Seacliff Community of Schools. Our school enjoys a geographical location very close to Bulli Beach which in turns provides unique learning opportunities for our students. The school has a Special Education Unit (Autism). Our highly educated and committed staff, including an experienced leadership team, provide a high quality education for all students.

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.

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

Bulli High School is committed to a standard of high expectations to ensure student progress. Student attendance is monitored and regularly analysed supported by strong collaboration between parents, students and the school community. The Year 12 Mentor program supports HSC students. Positive and respectful relationships are in place and student wellbeing is promoted across the whole school. The school's curriculum provision supports high expectations for student learning with the curriculum enhanced by learning alliances with other schools within the Seacliff Community of Schools and the Curriculum Network Illawarra (CNI), and universities. Students' learning and courses of study are reviewed and electives offered reflect student choice to ensure maximum learning and engagement. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Teachers adapt their practice to meet the learning needs of students. Teachers use reliable assessments to capture information about student learning and share criteria for student assessment with students who receive feedback on their learning. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.

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

Teachers collaborate across faculties to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs. Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. A school-wide approach to effective and positive classroom management is in place. Support is provided to teachers where needed, ensuring optimum learning. The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and has introduced Teacher Teams for cross faculty dialogue. Teachers use data effectively to evaluate student

understanding of lesson content. The leadership team comprehensively analyses student progress and achievement data for insights into student learning with all teachers contributing to gathering and analysing data. Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, using the professional standards. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, faculties, and for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. Teachers collaborate with staff in other schools to share and embed good practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. All teachers have expert contemporary content knowledge and deploy effective teaching strategies.

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

The leadership team is focussed on further developing a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. The leadership team has embedded clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

All staff use technology available to streamline the administrative practices of the school. The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning with the introduction of flexible learning spaces and classrooms designed for senior classes. Technology that supports learning is available and expertly integrated into lessons by teachers. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. The school evaluated its administrative systems and processes, and is in the process of changing the system so as to meet community and school needs. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and parent and student experience. The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

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

Connect Succeed Thrive

Purpose

To ensure a learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and problem solvers who are confident, creative and resilient citizens.

Overall summary of progress

The SEF elements addressed included: Learning Culture, Wellbeing, Curriculum and Learning, Data Skills and Use, Professional Standards, Learning and Development, Educational Leadership, School Planning Implementation and Reporting, School Resources and Management Practices and Processes.

Improved attendance and monitoring procedures are in place with a reduction in reported partial truancy and student lateness to school. Overall attendance was not seen to improve however the LMBR introduction and tightening up of roll marking procedures may have resulted in more accurate data. Curriculum has been enhanced with the introduction of the Performance Art for Year 7, the Introduction of HSC Aboriginal Studies, and the continued extensive range of elective subjects in Years 9 – 12.

The Mindmatters program evaluation has determined that the position of MindMatters coordinator will not be continued and a rethink of the approach to ensure a more targeted approach to student wellbeing.

The change in Award Assembly structure has been positive with a greater focus on students who have achieved through the Merit Sytem.

HSC Parent Info sessions were successfully introduced by Deputy Principals and Year Advisers. Response from parents indicated that these are valued and worthwhile.

The introduction of the school dress has had solid uptake and sales continue to grow.

The number of students who volunteer for out of school hour events continues to be very strong.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement in their learning	\$20000	Student feedback indicated that students support the introduction of the third elective for Years 9 & 10. Greater focus on student leadership and student voice via SRC and student focus groups. The STEM and the Arts Enrichment class structure has seen students connect engage and inspired in their learning, and strong interest from potential enrolments.
Increase the level of student attendance to consistently be above 90%	\$5000 \$20000 \$20000	Improved administrative systems has resulted in improved monitoring of full and partial student absence, including during sport time. Year Advisors have received an increase in their period allowance to allow them more time to regularly connect with students and parents. The student focus groups also provided valuable feedback to school leaders on student connection to our school.

Next Steps

Introduction of Sentral with the greater flexibility in use of calendars which will allow assessment dates to be added , and SMS attendance notifications for parents. The Homework Centre will be seriously considered for after school access, Rock & Water introduced for all Year 7 & 8 to support student wellbeing.

The Boys Roll Call group will continue in 2019 with the aim of expanding this program.

The Merit System will be modified mid–2019 to encourage more students to strive to achieve the levels and to be recognised for doing so.

The HSC Parent Info Sessions will continue.

Strategic Direction 2

Quality Teaching & Learning

Purpose

To develop a culture of effective teaching and learning experiences where staff collaborate, innovate and share best practice to improve outcomes for all.

Overall summary of progress

The SEF elements addressed included: Learning Culture, Curriculum and Learning, Assessment, Reporting, Student performance Measures, Effective Classroom Practice, data Skills and Use, Professional Standards and Learning and Development, and Educational Leadership.

Teacher Teams were established facilitating cross faculty discussion and professional dialogue. The teams were led by Head Teachers and Deputy Principals which enhanced their leadership across the school with a professional learning focus. Twilight Sessions provided valuable learning time for teachers with dedicated themes, and time for development of new programs for recently introduced syllabuses. HSC teachers with Head Teacher guidance and collaboration analysed HSC results using RAP and SMART/SCOUT data.

Teachers analysed NAPLAN data and the focus on unpacking the question to improve student responses resulted in growth in Year 9 Reading. In Year 9 Numeracy, Grammar, and Spelling the number of students achieving in the top two bands exceeded the last three year average. The literacy and numeracy focus was supported with the employment of a second Learning and Support Teacher (LaST) who worked with individual students on identified learning needs. The Learning Support Team (LST) also organised for all Year 10 students, who had not met the minimum standard in Year 9, to complete the Minimum Standards tests with over 90% success rate. There has been a greater use of data and feedback to inform decision making across the school. Teachers have provided pre and post work samples of student writing supporting the conclusion that improvement in writing is apparent.

All staff are accredited as Proficient and Performance Development Plans (PDPs) completed in a collaborative and meaningful way.

The Renaissance Reading program has proven to be very effective and has given a clear focus to students and parents that improved reading is valued by the school in supporting continual student improvement in learning. All mathematics students have been provided with Maths Online as a valuable revision and learning tool accessible at home and at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students achieving in the top 2 bands of NAPLAN	\$3000 \$7500 \$100000	All students receive support through the Renaissance and Maths Online programs. Extra LaST works with students. The percentage of students achieving in the top two bands for Year 9 Numeracy, Grammar and Spelling have exceeded the last 3 year average.
All teachers contribute to the analysis of student progress and achievement data for continuous improvement of student outcomes		Teacher Teams have been established. RAP data is analysed by all HSC teachers.

Next Steps

Teacher Teams will continue in 2019.

A Seacliff CoS initiative will focus on Writing. The school strategy for improving literacy and numeracy will be determined

after feedback of analysis from LaST is received early in 2019.

HSC teachers will implement the first year of the new HSC courses.

Strategic Direction 3

Effective Communications and Partnerships

Purpose

To enhance student outcomes through effective transition and communication processes that fosters and reciprocates community partnerships.

Overall summary of progress

The SEF elements addressed included: Educational Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes.

Student numbers continued to grow and enrolments for Year 7, 2019 will be in excess of 180 students from our Seacliff Community of Schools partner primary schools. Increased opportunity across the school for students, teachers and parents to learn about the quality teaching and learning happening at Bulli High School including the Developing Future Leaders Program, art lessons, technology visits to schools, public speaking showcase and debating. School promotional materials were revamped giving a more corporate and modern look. Student facilities continued to be further enhanced with the introduction of two flexible learning centres.

The school's Facebook page continues to be very popular with parents. The newsletter is viewed by hundreds of families each month. Support from our local community is very favourable. New administrative system purchased and key members of staff trained for implementation using the train the trainer model.

Links with the Austinmer/Thirroul Lions Club who support the Developing Future Leaders Program, local businesses who financially support the Year 10 into 11 Scholarship Program, solid links with the University of Wollongong, all support our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of families who choose Bulli High School as the school of first choice	\$50000	Enrolments for Year 7 2018 will be in excess of 180 students from our Seacliff Community of Schools partner primary schools.
Increase the reach of communications within our community	\$20000	New administrative system purchased and key members of staff trained for implementation using the train the trainer model.
Further develop established, and expand on the number of, community partnerships which directly benefit students	\$10000	Links with the Austinmer/Thirroul Lions Club who support the Developing Future Leaders Program, local businesses who financially support the Year 10 into 11 Scholarship Program, solid links with the University of Wollongong, all support our students.

Next Steps

In 2019 Bulli High School is moving from Millennium to Sentral as its major technical and administrative program. This follows an extensive survey of staff and parents who are all wanting improved functionality.

The Scholarship program and the Development program will both continue in 2019.

The Seacliff CoS intends to have a joint focus on Writing to help improve student results.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$22489	All Aboriginal students have a completed Personalised Learning Pathways. An Aboriginal mentor was employed one day per week to work with and support students. Students participated in the AIME program and all Year 12 Aboriginal students achieved the HSC. Close respectful relationships with the Aboriginal community are reinforced with the school's close ties with the NIAECG. The Aboriginal education coordinator received an inbuilt period allowance to support students and work with the Aboriginal community.
English language proficiency	\$17389	Students were supported by the EALD teacher who received an inbuilt period allowance throughout the year. Professional learning was provided to teachers to enhance their ability to work ensure positive student growth.
Low level adjustment for disability	\$65219	A fulltime SLSO was employed to support students and teachers in the classroom.
Socio-economic background	\$75096	A Technical Support Officer was engaged for the equivalent of 4 days per week, in conjunction with Waniora Public School. Students are encouraged to bring their own device and require ongoing technical support in doing so. Technology is regularly reviewed and updated and supported throughout the year ensuring optimum technology is in place in classrooms. Students have been supported with the Renaissance Reading Program, coordinated by the librarian and the English faculty, and provided with Maths Online, to ensure improvements in literacy and numeracy.
Flexible Wellbeing	\$50840	Student focus groups were coordinated by a teacher one day per week allowing student voice and feedback to be heard. A Mind Matters coordinator received an inbuilt period allowance to promote positive student and staff wellbeing. Year Advisors were given additional relief to work with and support students and their families.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	425	456	452	468
Girls	395	403	418	416

Student enrolment at Bulli High School continues to grow. Bulli High School also has a Support Unit – Autism consisting of 3 classes each of 7 students making a total enrolment of 905 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93	93.6	93	91.5
8	89.5	91.3	90.4	89.2
9	89	88.5	89.9	88.2
10	86.7	87	86.7	85.6
11	85.6	89.6	87.8	89.4
12	86.9	90.1	86.6	87.2
All Years	88.6	90.1	89.2	88.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Improved attendance procedures and monitoring have been established this year resulting in a greater focus and follow up of student partial and complete days attendance reporting and associated concerns. Department of Education system changes also occurred during the school year. Feedback from parents has been sought on notification to parents of student roll marking with parents in favour of an SMS system being put in place for 2019.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	5
Employment	5	10	20
TAFE entry	0	3	8
University Entry	0	0	51
Other	0	0	8
Unknown	3	2	8

The 2017 cohort there was an increase in students finding full time employment and electing to study at non TAFE /University providers, e.g. film schools with students taking advantage of growing regional employment opportunities in fields including; nursing, construction and hospitality.

Year 12 students undertaking vocational or trade training

Year 12 students studied the following vocational courses at Bulli High School as part of their HSC: Hospitality, Construction and Entertainment. A number of students completed courses at TAFE, and with other external providers.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 99% of students who completed Year 12 attained a HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.37
Other Positions	1

*Full Time Equivalent

One teacher identified as Aboriginal. Bulli high School also employed an Aboriginal mentor who worked with Aboriginal students one day per week.

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

In 2018, all school staff, including class teachers, administrative and student support staff, accessed professional development opportunities to support individual PDP goals, accreditation for all class teachers and the development and implementation of new syllabuses, assessment and curriculum requirements for relevant course throughout Stages 4 – 6. Bulli High School received \$67 739 for Professional learning in 2018 and funding was allocated to staff-identified professional learning, which included school-based projects, curriculum based learning, regional networks and professional development accessed through registered, teacher-identified and mandatory courses.

Bulli High School staff were supported in the process of developing their Professional Learning Plans, aligned to the goals identified in their Professional Development

Framework. These goals and plans were used to prioritise professional development opportunities that staff accessed at whole-school, faculty and individual levels. Teachers, support and administrative staff, participated in a range of compliance training, teacher-identified professional learning, registered and non-registered courses. The professional development of staff included: the programming for new Stage 4–6 syllabuses implementation, wellbeing, assessment reforms, disabilities and differentiation policies, literacy and numeracy progressions, accessing and analysing data on SCOUT, HSC marking, the development of quality assessments, mentoring practicum teachers and leadership and career development. All permanent, temporary and casual teachers, and all SAS staff, completed mandatory and compliance training in CPR and Emergency First Aid, e-learning modules for Anaphylaxis and Emergency Care, and Code of Conduct.

The Executive and wellbeing teams attended conferences that targeted dedicated training and development in key areas aligned to the School Plan 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 with a key focus on the new Stage 6 syllabuses and their implementation. Seven of our Bulli High School Head Teachers and teachers led a number of these faculty CNI development days in their capacity as CNI co-ordinators or lead teachers.

All permanent teaching staff were accredited at Proficiency level in 2017 and are currently working towards maintaining their proficient accreditation in 2018. 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 2018, two permanent and two temporary/casual teachers achieved Accreditation at Proficiency and three temporary/casual teachers are receiving support to work towards seeking Accreditation at Proficiency by 2019. Five permanent staff members, executive and class teachers, continue to work towards achieving their accreditation at Highly Accomplished or Lead Teacher in the next few years.

Bulli High School supports all their teachers, permanent and casual/temporary staff, to engage in professional learning and ensure that all compliance training and certification are accessible and current. In 2018, professional learning experiences and opportunities took place at after-school Teacher-Team meetings to address areas such as SCOUT access training, designing a flexible learning space. Staff also continued to access professional learning at a series of Twilight Sessions in lieu of the end-of-year school development days. These ran each term for 3 hours and aligned with the new HSC Standards reform, the new syllabuses, quality teaching and learning and compliance training. The workshops were delivered at whole-school, in teacher-teams and as faculty-based professional learning.

In 2018, participation in professional learning supported

teachers to engage in independent as well as collaborative professional development, with a strong focus on collaborative programming and assessment development. Bulli High School's ongoing commitment to support teachers to deepen their pedagogical practice and improve outcomes for all students continues to be a core part of the professional learning focus of individual, team-based and whole-school professional learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,136,862
Revenue	9,959,542
Appropriation	9,539,534
Sale of Goods and Services	40,200
Grants and Contributions	364,885
Gain and Loss	0
Other Revenue	1,725
Investment Income	13,198
Expenses	-9,726,181
Recurrent Expenses	-9,726,181
Employee Related	-8,748,464
Operating Expenses	-977,717
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	233,362
Balance Carried Forward	1,370,224

In 2018, Bulli High School received unexpected financial support from Assets Management which covered the cost of the new front fence and the boys and girls toilet facilities, as well as extensive reroofing. This saved the school considerable costs which had been budgetted for. Other planned works were consequently delayed whilst these works were completed. Improved school facilities will continue in 2019.

The employment of extra staff was also delayed with the extension of deployment positions which required a change of direction and strategic planning.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,989,661
Base Per Capita	171,275
Base Location	0
Other Base	7,818,386
Equity Total	284,306
Equity Aboriginal	22,489
Equity Socio economic	75,096
Equity Language	17,389
Equity Disability	169,332
Targeted Total	717,864
Other Total	160,646
Grand Total	9,152,478

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

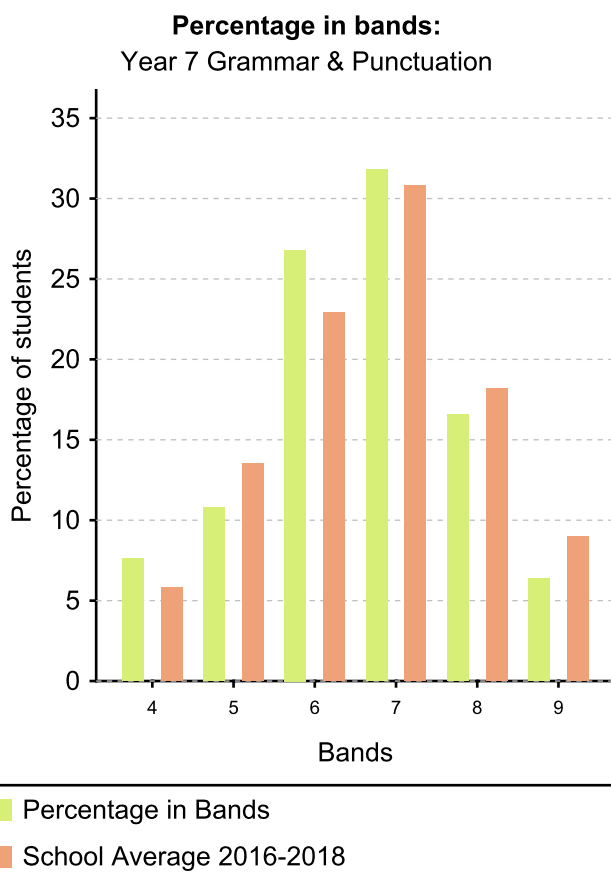
NAPLAN

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.

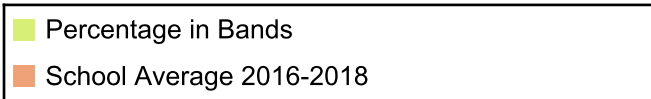
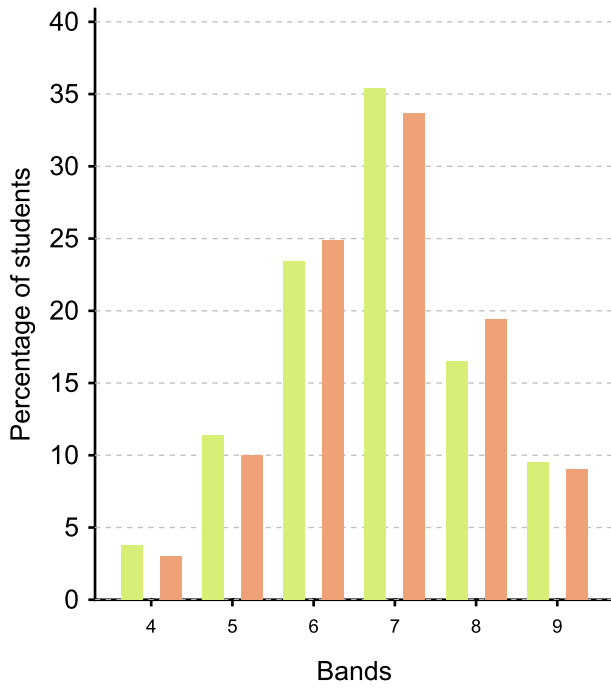
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

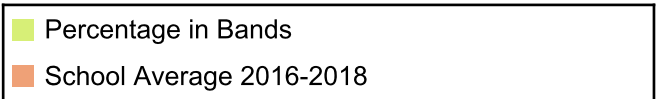
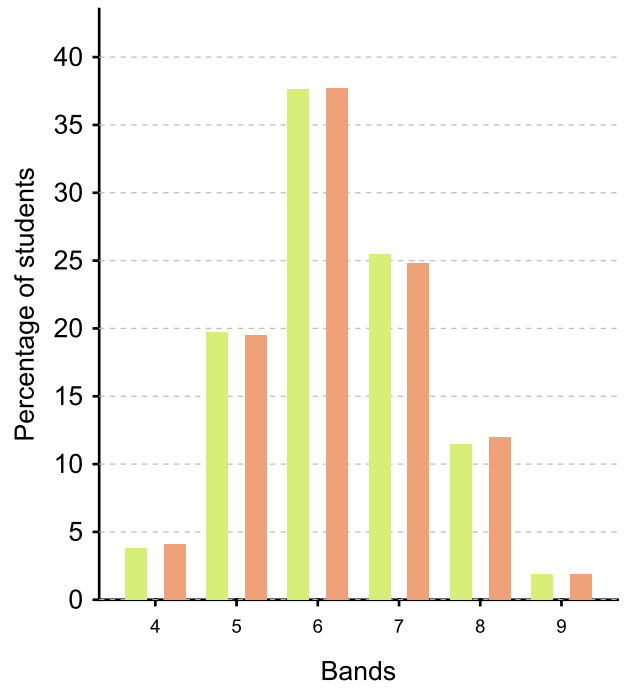
The percentage of students achieving in the top two bands for Year 9 Grammar and Spelling have exceeded the last 3 year average. This follows a whole school focus on improving student outcomes.



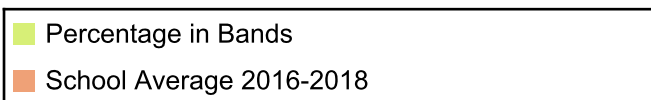
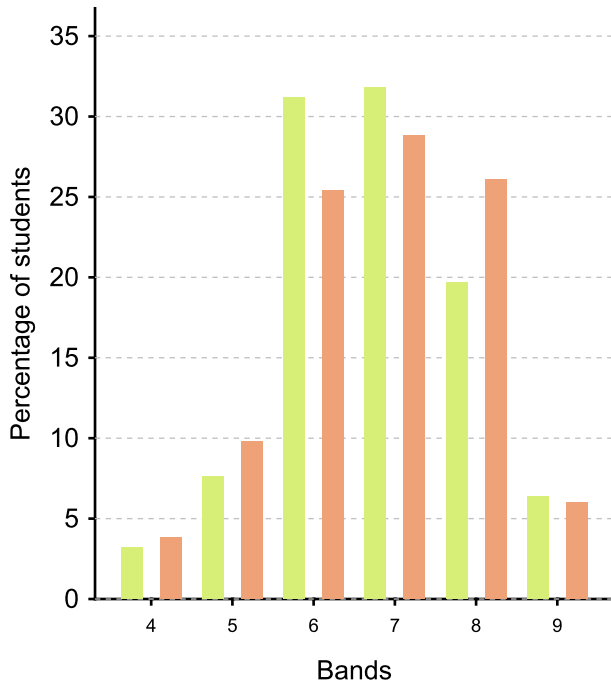
Percentage in bands:
Year 7 Reading



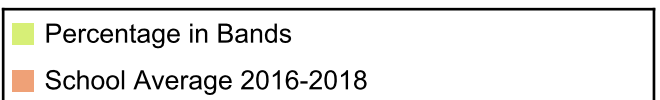
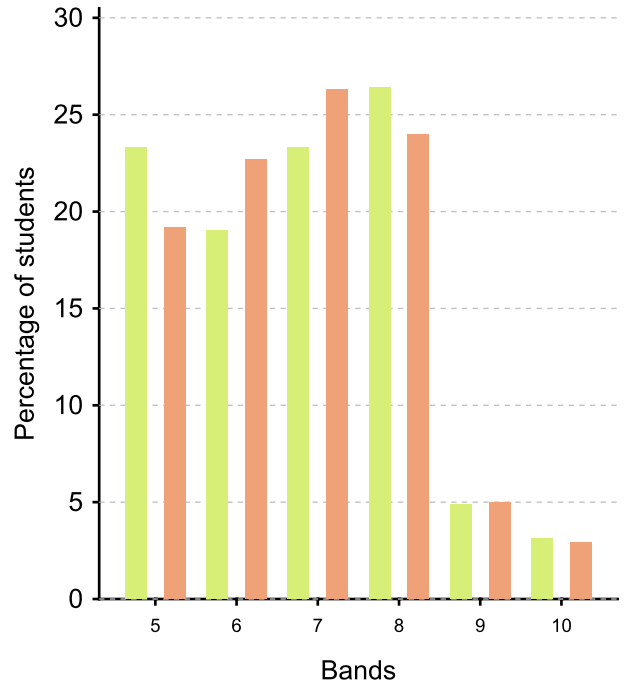
Percentage in bands:
Year 7 Writing



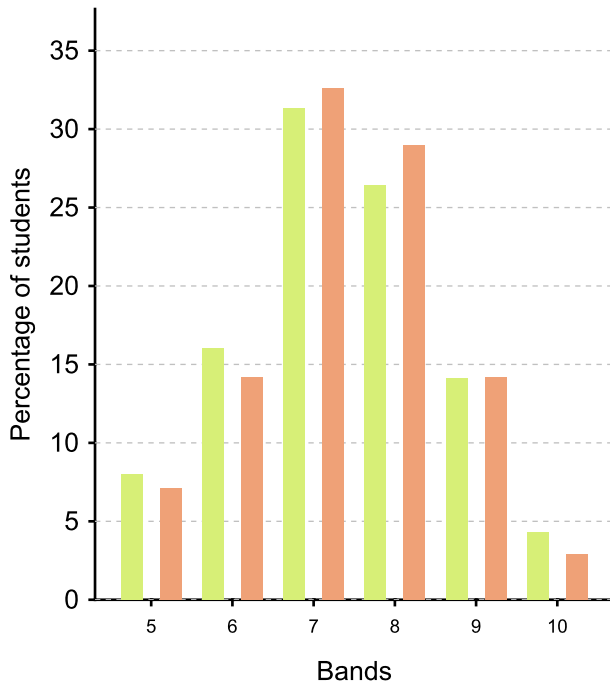
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Writing

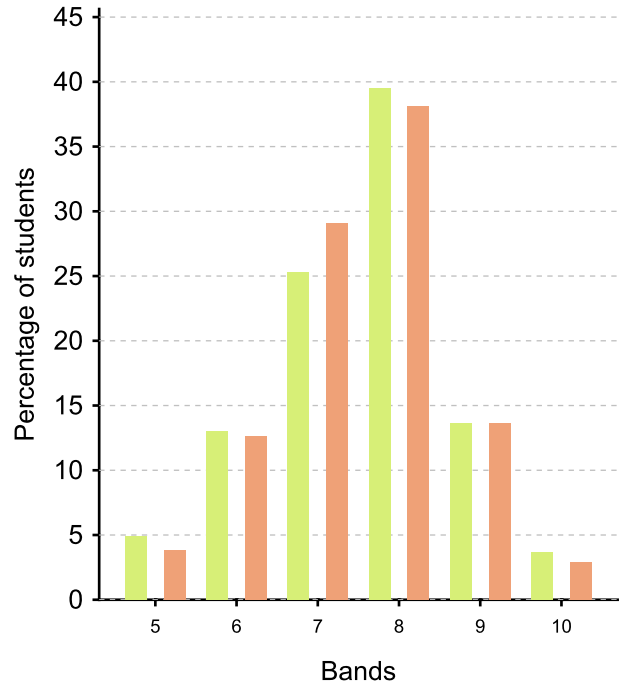


Percentage in bands:
Year 9 Spelling



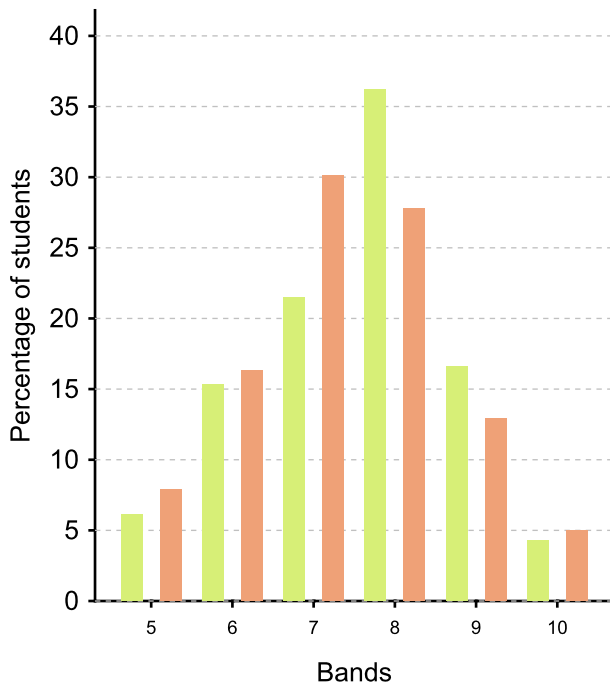
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

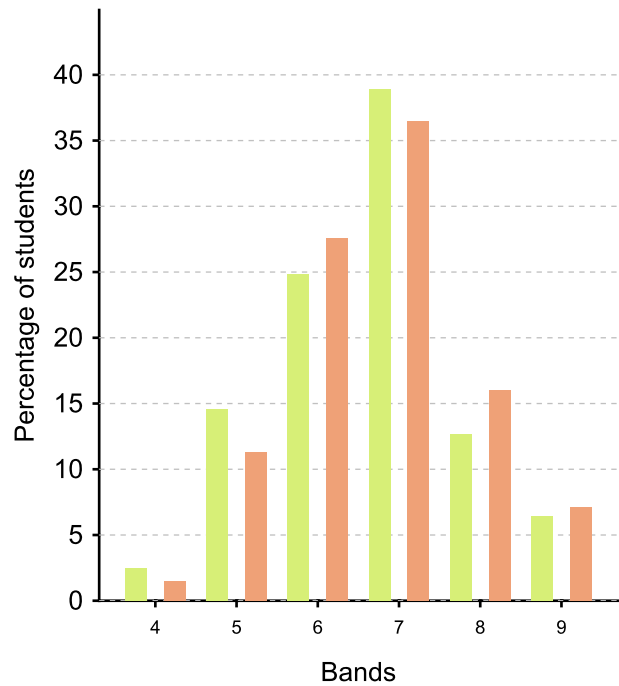
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

The percentage of students achieving in the top two bands for Year 9 Numeracy have exceeded the last 3 year average. This follows a whole school focus on improving student outcomes.

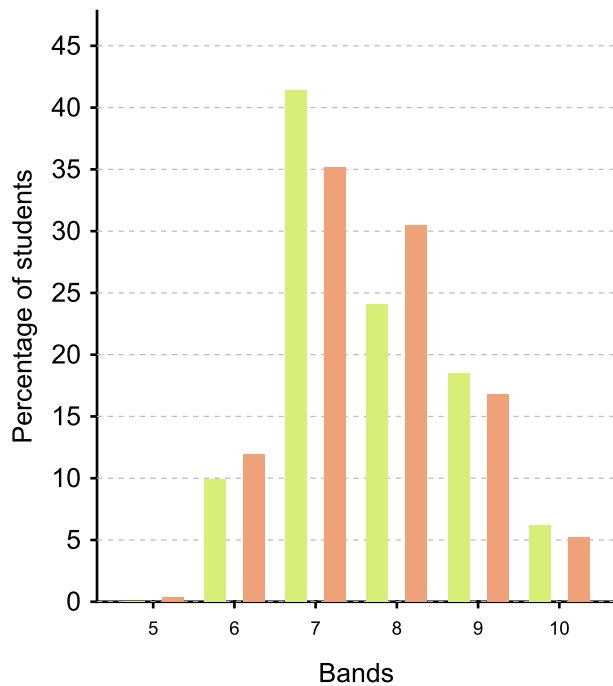
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:

Year 9 Numeracy

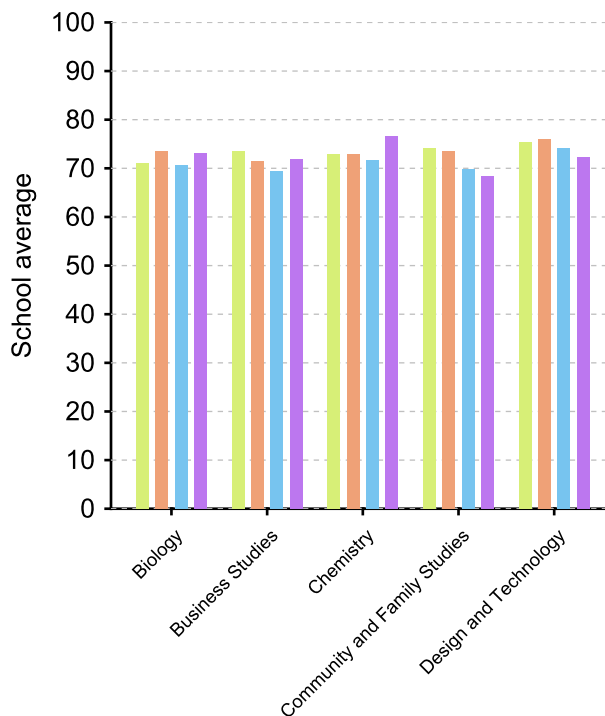


Percentage in Bands
School Average 2016-2018

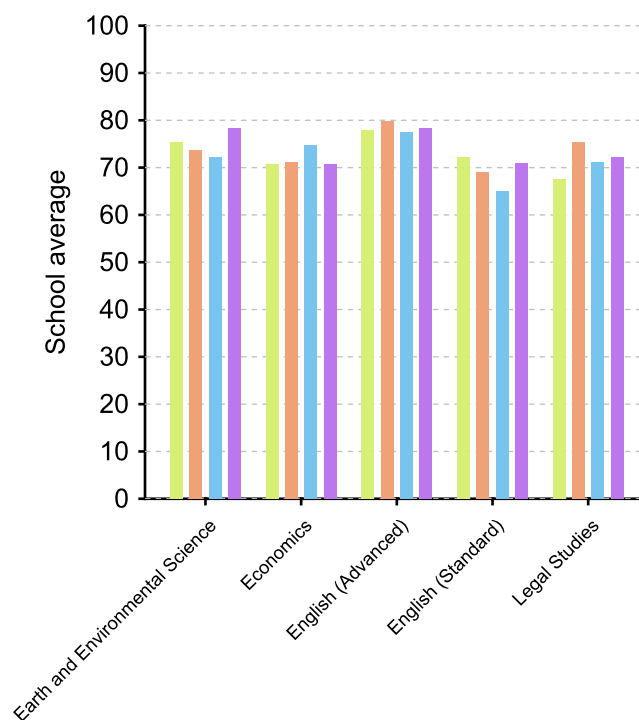
Readers are referred to the My School website which includes a variety of graphical and tabular formats.

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 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018



School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018

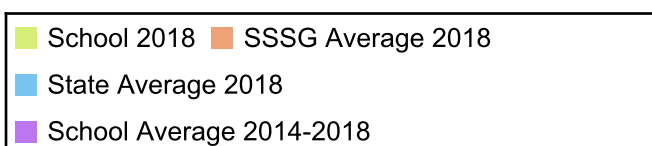
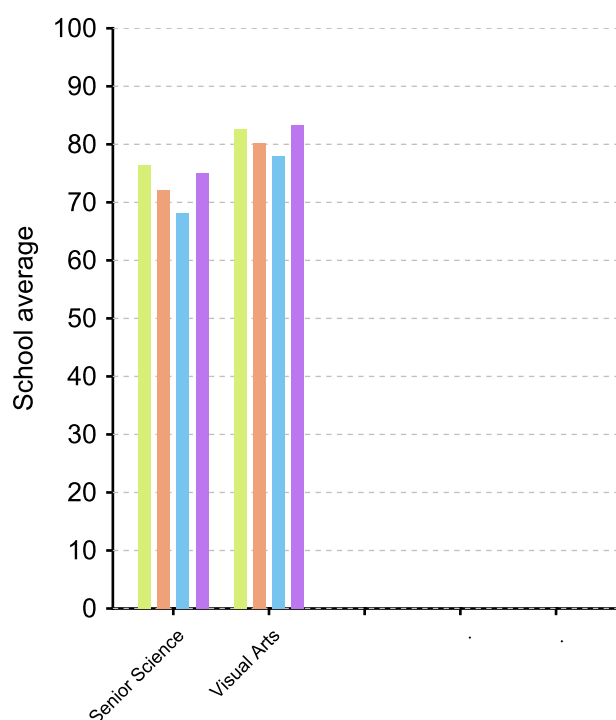
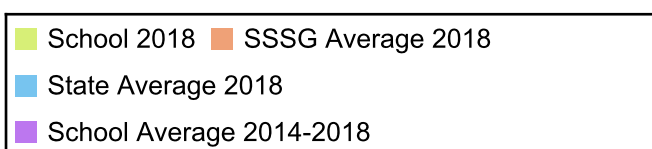
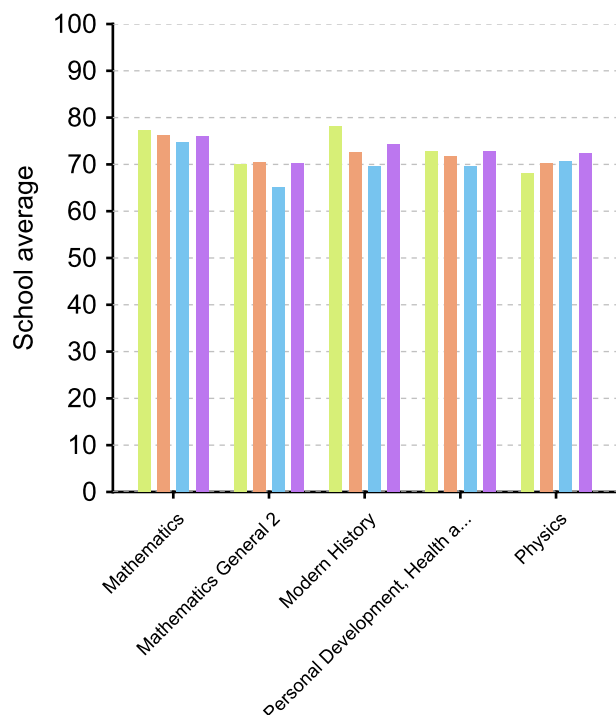
Parent/caregiver, student, teacher satisfaction

In 2018, Bulli high School completed a Communications Satisfaction survey published to the community via Facebook and the school website and e-news, with a healthy 116 responses. Overall the satisfaction levels were high. Parents indicated that Facebook and e-news are very popular methods of communication. The school website was accessed at varying levels and for varying purposes. The school newsletter was also seen as a valuable way of learning about the school. Overwhelming support was given by the community for the introduction of an SMS attendance notification system. Parents also indicated they would like greater access to a parent portal to help them in supporting their child's education. Parents were very satisfied with the level of communication from teachers with the majority of parents preferring contact with parents by email.

Students were surveyed and participated in focus groups to determine satisfaction levels with the school Merit Award system. The results were that students felt it was too difficult to achieve the highest levels of the award system and that it took too much of two-steps-forward-one-step back to achieve each level. There was general dissatisfaction amongst students who indicated that the allocation of awards was inconsistent resulting in a devaluation of the merit system. Many students did not see the long term value of the award system although this was reversed as they got older and realised the benefits for their Year 10 portfolio and when seeking part time or full time employment. Many wanted more tangible rewards but did not want public recognition. The Bronze, Silver and Gold level names were seen as too closely aligned to primary school. There was student support for some sort of end of year activity that rewarded them exclusively. A need was identified for the school to be more proactive in educating staff and students about the merit system and the benefits. The aim is to have a new system in place mid 2019.

Students were also surveyed on the current Year 9 and 10 elective structure with results indicating high levels of satisfaction amongst students for the three electives each year. Students liked and appreciated the greater selection of non-compulsory subjects.

Teachers were surveyed on their satisfaction levels with the school's current administration system which has been in place for the last several years. The results overwhelmingly indicated that staff were not satisfied with the current system and lack of functionality. Responses were collected and analysed by the Technology Committee. Responses from the faculties to the suggestion of making the change were all positive, and very supportive of the change. Staff were clearly aware of the burden of professional development and the stresses associated with adopting a new system. All responses weighed the desirable gains much higher than the likely risks. Positive comments for change were frequent, and derived from diverse sources. The decision was subsequently made to change systems in time for the 2019 school year.



Policy requirements

Aboriginal education

Bulli High School is committed to improving the learning outcomes of our Aboriginal students. Bulli High School has a mutually respectful relationship with the NIAECG and staff representatives attend all scheduled meetings. In 2018, Bulli High School hosted the initial meeting of the Junior NIAECG where four students were voted in along with students from Corrimal High to create the first Executive Committee of the NIAECG. Positions appointed were President Vida Rae Kennedy Gough, Vice President Tamsyn Allen, and Regional Delegates, Dakota Tawse and Ruby Garcia.

Students from Years 7 – 12 attended AIME sessions throughout the year at the University of Wollongong (UOW), with the mentors running Tutor Squads at Bulli High School throughout Terms 2 and 3.

HSC Aboriginal Studies was introduced in Year 11 and collaboration with the Aboriginal community occurred including visits by local elders.

Aboriginal students and friends visited Bulli High School to view the mural and have afternoon tea on Wednesday 9 May 2018.

An ex-student has been employed one day per week as a tutor and mentor during 2018.

Students participated in the walk for Reconciliation to Bellambi Public School on 1 June 2018. This was followed by cultural activities and BBQ at Bellambi Public School.

Aboriginal students at Bulli High School have Personalised Learning Pathways that have been completed and updated during the year.

Bulli High School participated in the NIAECG annual Deadly Encouragement Awards held on Thursday 18 October at Waniora Public School. The students nominated for awards were Coby McDougall and Annabel McDonald. The Year 12 students acknowledged were Zac Duczynski, Cliodhna Maguire and Lejelle Walker.

A whole school assembly was held on Monday 2 July to celebrate NAIDOC week. This assembly was a huge success. Guests included Waniora Public school who sang a beautiful rendition of the national anthem in both Dharawal language and English. Matt Cooper and Jason Gillard attended from the Dragons. Jason addressed the assembly about his grandmother to match the theme 'Because of her, we can'. The Community Morning Tea followed in the Wadi Wadi Garden. It was attended by Indigenous students and friends, AIME and NIAECG representatives, St George representative Matt Cooper, Jason Gillard, parents and teachers of Bulli High School. Mrs Leanne Hicks, Aboriginal Education Co-ordinator

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 students from Furakawa Remei Junior High School from Japan for a 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 8 students study 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

Sport

2018 proved to be another successful sporting year for Bulli High School.

Students have continued to be offered an extensive range of sporting opportunities during Wednesday sport. These have included Learn To Surf, Stand-up Paddle Boarding, Surfing, Waterpolo, Swim Fitness, Beach Sports, Indoor Rock Climbing, Yoga, Badminton, Table Tennis, Tennis and Archery, and many others. Our water sports have continued to be a very popular choice.

Our sport carnivals have seen increased numbers and participation from students. The House Colour system has proven to be effective in creating a fun and friendly atmosphere for all students. Our representation at Zone carnivals has been very strong. Bulli finished a creditable 1st in Zone Cross-Country and 2nd in Zone Swimming.

Nathan Bowman was school, zone & regional Athletics champion in the 15 years age division.

Gus Hoefsloot was school, zone and regional runner-up Athletics champion in the 12 years age division.

We had a total of 28 students representing the South Coast region in one or more sports at NSW carnivals. Olivia Fraser (Waterpolo) and Dayle Air (Touch) both made NSW teams and competed at National Carnivals.

In 2018, there were numerous teams who entered CHS Knock-out competitions for Bulli High School. These included Cricket, Volleyball, Basketball, Netball, Soccer and Waterpolo. Our students displayed great talent and sportsmanship at every level and should be congratulated on their effort and sportsmanship. Particular mention to the Boys and Girls Water Polo teams who qualified for the State Championships in the U15's division.

2018 was a very successful year for our basketball program. We competed in all tournaments in both the girls and boys divisions and came away as undefeated champions in the Annual Coenraad Cup (for Year 7 and 8 students).

We had an increase in the number of players selected for Illawarra Basketball representative teams and in addition to our two early morning basketball training sessions per week, we also ran a number of specific training sessions for teams in the lead up to their respective knockout tournaments and individual training for students seeking improvement in their game.

All students in Years 7–10 PDHPE participated in a swimming and water safety program during their PDHPE and PASS lessons at Bulli Beach. Students gained and refined swimming and survival skills in the pool and the surf.

A special mention to Nathan Bowman (Athletics) and Dayle Air (Touch) who were each awarded a Zone Sports Blue recognition for their contribution to sport.

Also to the following Year 12 students who were awarded Regional recognition for their contribution to South Coast School Sport: Bree Fox, Bree Grose and Ally Thomas. The annual Pierre De Coubertin Award was awarded to Ally Thomas.

STEM

2018 saw Bulli High School take further steps forward in STEM. We acquired and integrated both a vacuum forming machine and laser cutter to our STEM spaces and have integrated these technologies to complement curriculum projects in Years 7 through to 12.

We successfully hosted regional finals for national and global competitions in the Australian Aeronautical Velocity Challenge and F1 and 4x4 in Schools respectively. Our Year 10 team were major prize winners at the AAVC National Finals, winning a 3D printer for their innovative design and engineering initiatives in aeronautical design, whilst we had two teams of students from Years 9 and 10 represent the school at the F1 in Schools NSW State Finals and one team of Year 7 students finish 2nd in Australia at the 4x4 in Schools National Finals.

Our advancements in the learning and teaching of coding have seen our Year 7 Technology classes complement coding with robotics as they have experienced using control technologies to operate a functional robot and our senior students have excelled in the STEM field with an outstanding range of major works produced.

The Year 7 STEM Enrichment class was introduced this year providing students with a cross-curricular focus on STEM and has tapped into the interests and abilities of students. This class structure has been very popular with students, staff and parents and places in next year's class have been highly sought after.

Duke of Edinburgh Award

In 2018, over 50 students from Years 9 through to 12 were actively involved in the Duke of Edinburgh program. By the beginning of December, 10 bronze, 17 silver and 4 gold awards were completed.

Students in the bronze and silver programs completed their hikes in the Royal, Heathcote and Blue Mountains National Parks. Gold level participants completed their hikes in the Northern Territory 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.

Crossroads Program

Crossroads is mandatory for students in Years 11 and/or 12 in NSW government schools. It is designed to help senior students address issues of health, safety and wellbeing at a time when they face significant changes and challenges in their lives. Crossroads aims to prepare and support these 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.

Throughout 2018, 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.

The feedback from the students via a survey of 2018 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 Driver Education excursion to Kembla Grange.

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

Katie Pidhirny Crossroads Co-ordinator

Peer Support Program

Year 7 students were supported by Year 10 Peer Support leaders throughout the year. Year 10 students attended school on Tuesday 30 January 2018 to do a session that included welcome activities and school tour.

Peer support sessions were conducted in Term 1 that

centred on resilience and promoting positive relationships.

On Thursday 22nd November, current Year 9 students spent a day training to be peer support leaders for 2019.

Year 6 students were placed in their peer support groups with their Year 10 leaders on Orientation Day to assist with their transition to high school.

Staff Recognition

I very proudly acknowledge the efforts of our teaching and non-teaching staff, who are committed to providing a quality education for our students.

Julie Swain: 2018 Minister's Award for Excellence in Teaching

Lindy Sharp: recognised with a Regional South Operational Directorate Award for her work and commitment as director and producer of the school musicals for many years.

Visual Arts teachers: Wollongong North Staff Impact Awards for their outstanding work particularly with the HSC

Heather Gardiner: Wollongong North Staff Impact Awards for her outstanding work within the Seacliff Community of Schools.

Richard Harding: received the Hilary Bolin Award for his outstanding commitment to supporting students as Careers Advisor.

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 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 students achieving below Band 4. Two students achieved a nomination for ArtExpress with one student selected for exhibition. Bulli High School has been successful with students achieving selection for the prestigious ArtExpress exhibition for over 31 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 Caf  ; 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.

The Visual Design course continues to grow and develop interest and participation with our design students in Stage 6. Creative Arts as subjects of choice in the elective stream continues to grow with classes at full capacity. The introduction of the Arts Class stream in Year 7 has been a great success with students engaging in the Creative and Performing Arts in an accelerated program.

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 Years 7– 12, showcasing the variety of talent and abilities with our Performing Arts students. The School musical 'Guys and Dolls' 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.

Drama is a rewarding subject that has a strong practical component. Drama at Bulli High School 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. The introduction of Year 7 performance Arts has been well received by the community with students enjoying and growing in self-confidence. Drama Night saw performances by students in the elective classes and the Arts performance class. Students in Drama classes are given the opportunity 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 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. The introduction of the Language Perfect program gives students an enhanced learning experience using technology, accessible at home and in the classroom.