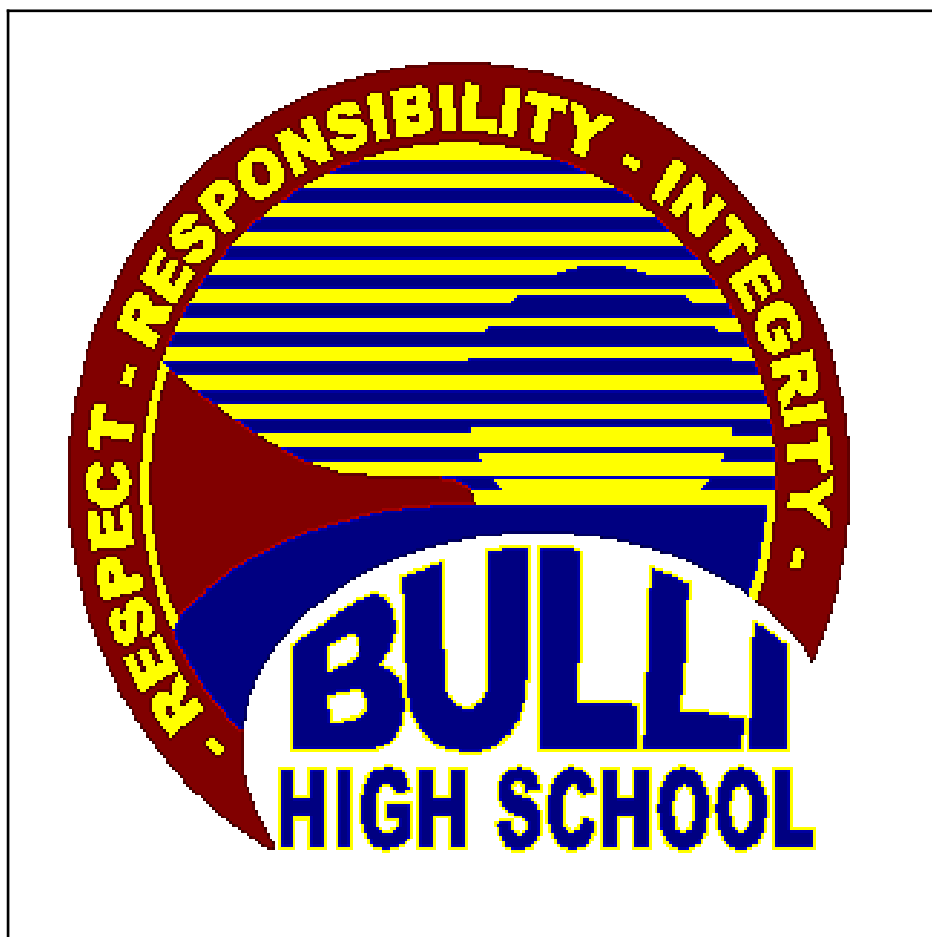


Bulli High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Bulli High School

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Increase the proportion of students demonstrating active engagement in their learning

Increase the level of student attendance to consistently be above 90%

Progress towards achieving improvement measures

Process 1: Achieving Excellence: Implement a whole school integrated approach which optimises social, emotional, physical and intellectual student wellbeing.

Evaluation	Funds Expended (Resources)
<p>The HSC evenings were well attended by parents who appreciated the opportunity to ask questions and to be better informed about the HSC.</p> <p>Students regularly use the Retreat when needing quiet time at breaks, and classes are able to use it as an outdoor classroom.</p> <p>Rock & Water provided students in Years 7 & 8 guidance in good decision making. This was completed in practical sessions which included students reflecting on what they learned. A survey at the conclusion showed students enjoyed the activities and gained a better understanding of why they make decisions, how their actions and responses can affect others, and developing confidence in dealing with difficult situations.</p>	<p>Wellbeing team conference, Rock and Water program for all Years 7 & 8 students.</p> <p>HSC parent evenings run to inform and support parents in supporting their child's during the HSC year.</p> <p>The Retreat was established.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Community Funds (\$30000.00)• Wellbeing (\$35000.00)

Process 2: Curriculum and Engagement: Implement and maintain systems and structures which support authentic student engagement

Evaluation	Funds Expended (Resources)
<p>Parent use of portal to monitor student attendance.</p> <p>The uptake of parents checking attendance on Sentral is significant. Parents have embraced the SMS system and the number of unexplained absences has been reduced significantly.</p>	<p>SMS absence facility on Sentral.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$7000.00)• School and Community Funds (\$30000.00)

Next Steps

The decision has been made to implement a "no mobile phones" policy for students in 2020.

The current Merit Award system will be replaced with the BHS Citizenship Program.

For the first time, a HT Wellbeing position will be in place.

Rock & Water will continue in 2020 but will target Year 7 only, and in sport time Term 1 to avoid interrupting timetabled classes. This will mean by the end of Term 1, 2020 half the BHS student population will have completed the Rock & Water training.

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.

Improvement Measures

Increase the percentage of students achieving in the top 2 bands of NAPLAN

All teachers have an improved understanding of how best to recognise, support and develop student potential.

Progress towards achieving improvement measures

Process 1: Staff Professional Learning: Provide structures which support staff to identify, engage with and implement targeted professional learning which enhances staff capacity to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
Teachers participated in a vast array of professional learning. The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data. Teacher Teams enable cross faculty dialogue. Teachers use data effectively to evaluate student understanding of lesson content. Teachers' Performance Development Plans are supported by a coordinated whole school approach to developing professional practice, and using the professional standards. 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.	Teacher Teams PL funds Funding Sources: <ul style="list-style-type: none">Professional Learning (\$74190.00)

Process 2: Focus on Literacy and Numeracy: Develop a whole school approach using available data to formulate targeted literacy and numeracy programs for all students.

Evaluation	Funds Expended (Resources)
Results of reading program showed the majority of students increased their achievement in reading level. Students received support from SLSO, LST and BHS Learning Centre. Increased percentage of students achieving in the top two bands.	Renaissance program for Years 7 & 8 students Maths Online for all students LaST position, Extra SLSO support Funding Sources: <ul style="list-style-type: none">English language proficiency (\$3000.00)Socio-economic background (\$106000.00)Low level adjustment for disability (\$25000.00)

Next Steps

The major focus areas of professional learning for 2020 will be preparing the implementation of the High Performance and Gifted Education policy and continued efforts towards increasing the number of students achieving in the top 2 bands in NAPLAN literacy and numeracy.

Strategic Direction 3

Effective Communications and Partnerships

Purpose

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

Improvement Measures

Increase the number of families who choose Bulli High School as the school of first choice

Increase the reach of communications within our community

Further develop established, and expand on the number of, community partnerships which directly benefit students

Progress towards achieving improvement measures

Process 1: School Promotion: Project a consistent and positive representation of the school brand through the use of a wide range of formats such as school newsletter, community contacts, and social media.

Evaluation	Funds Expended (Resources)
Parents responded to a mobile phone survey and their responses help to form the new Mobile phone policy for 2020. Feedback from parents supports the continued use of this facility and the continued roll out of further facilities of Sentral .	SMS facility for student absences. Funding Sources: <ul style="list-style-type: none">• School & Community (\$7000.00)

Process 2: Student Transitions: Provide students and families with a structured transition program to support learning at key stages of their schooling.

Evaluation	Funds Expended (Resources)
Attendance at Orientation Day is strong and parents comment that the structure of the day works. Yr 12 exit survey positive feedback Survey response from Year 6 parents regarding phone policy with over 100 responses indicating strong connection to parents through the transition process	

Next Steps

Continuing to adopt more facilities of Sentral including recognising positive achievement and participation of students, and enhanced communication with parents.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Student Mentor \$11,000.00</p> <p>NIAECG Student events \$ 2000</p> <p>Coordinator relief \$ 2000</p> <p>Cultural events \$2000</p> <p>Student support \$1000</p> <p>Curriculum Support Abor Studies \$20 800</p>	<p>The students and teachers worked closely with the Aboriginal mentor who supported students and the Aboriginal coordinator. PLPs were completed for all Aboriginal and Torres Strait Islander students.</p> <p>Student PLPs need to have a greater profile and be accessed by more teachers.</p> <p>Aboriginal education team has identified the need to re-address policy and cultural awareness with staff, and in consultation with the NIAECG write an acknowledgement of Country which is meaningful to the students and teachers of BHS.</p>
English language proficiency	Funds contributing to LaST position: \$9402	Students received ongoing support throughout the year.
Low level adjustment for disability	Employment of SLSOs \$77 097	Students were engaged in their learning and received extra support including during break times. Teachers were able to utilise the support of SLSOs in classrooms enabling teachers to provide greater time to individuals within the classroom.
Socio-economic background	<p>Employment of Technical Support Officer (TSO) \$56 641</p> <p>Maths Online \$7 500</p> <p>Renaissance Reading Program \$3 000</p>	<p>The TSO role is invaluable to Bulli HS.</p> <p>Renaissance Reading program and Maths Online will continue into 2020. NAPALN results showed improvement in reading and numeracy.</p>
Flexible Wellbeing	<p>Wellbeing Conference: \$5 000</p> <p>Rock & Water program: \$31 000</p> <p>Retreat garden: \$25 000</p>	<p>Rock & Water survey results showed students developed a good understanding of the concept of Rock & Water, that they enjoyed the activities but would prefer to not miss practical lessons to complete the program. The majority of students said they found the concepts of Rock & Water useful with over a third saying very useful.</p> <p>The Retreat Garden is utilised by students who need some quiet time throughout breaks, and classes during scheduled periods.</p> <p>The Wellbeing conference provided valuable time for the Wellbeing Team to plan and coordinate activities and engage in professional learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	456	452	468	506
Girls	403	418	416	414

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.6	93	91.5	93.6
8	91.3	90.4	89.2	89.7
9	88.5	89.9	88.2	88.2
10	87	86.7	85.6	85.9
11	89.6	87.8	89.4	89.7
12	90.1	86.6	87.2	88
All Years	90.1	89.2	88.6	89.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	6
Employment	2	9	18
TAFE entry	2	1	10
University Entry	0	0	50
Other	0	0	7
Unknown	3	2	9

Year 12 students undertaking vocational or trade training

18.94% of Year 12 students at Bulli High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99.1% of all Year 12 students at Bulli High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	49.2
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,370,224
Revenue	10,513,274
Appropriation	10,037,191
Sale of Goods and Services	39,141
Grants and contributions	425,585
Investment income	11,157
Other revenue	200
Expenses	-10,628,705
Employee related	-9,292,187
Operating expenses	-1,336,518
Surplus / deficit for the year	-115,431

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	745,730
Equity Total	293,290
Equity - Aboriginal	22,124
Equity - Socio-economic	77,141
Equity - Language	9,402
Equity - Disability	184,623
Base Total	8,311,830
Base - Per Capita	211,160
Base - Location	0
Base - Other	8,100,670
Other Total	448,129
Grand Total	9,798,979

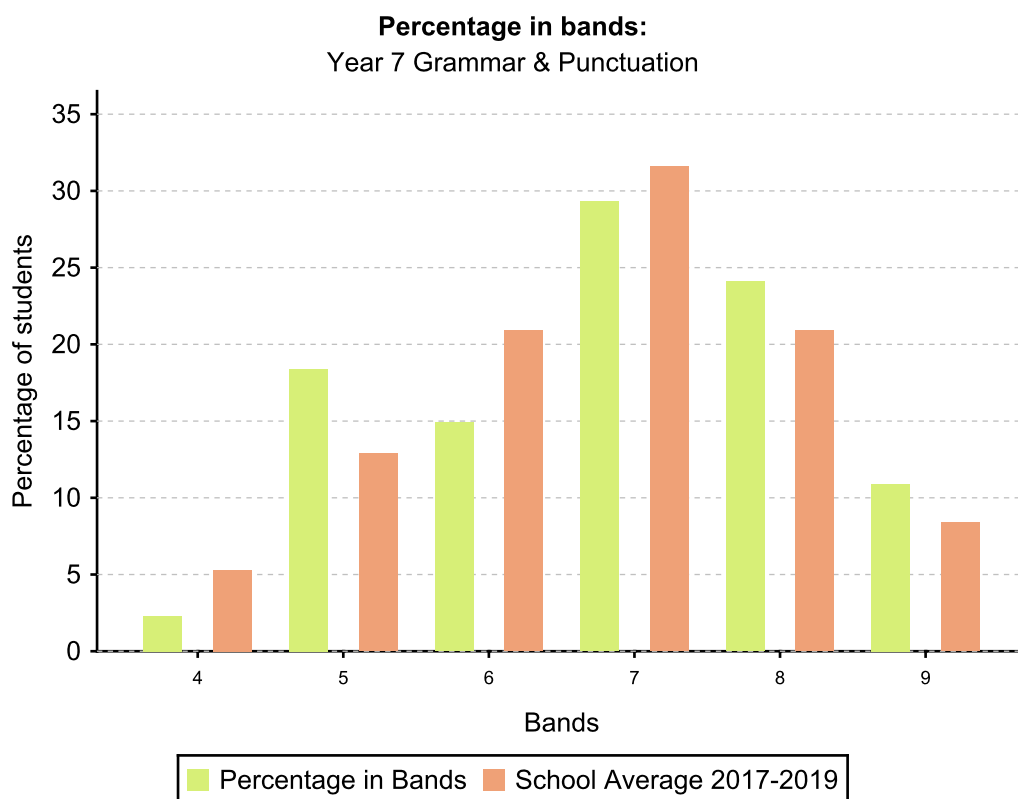
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

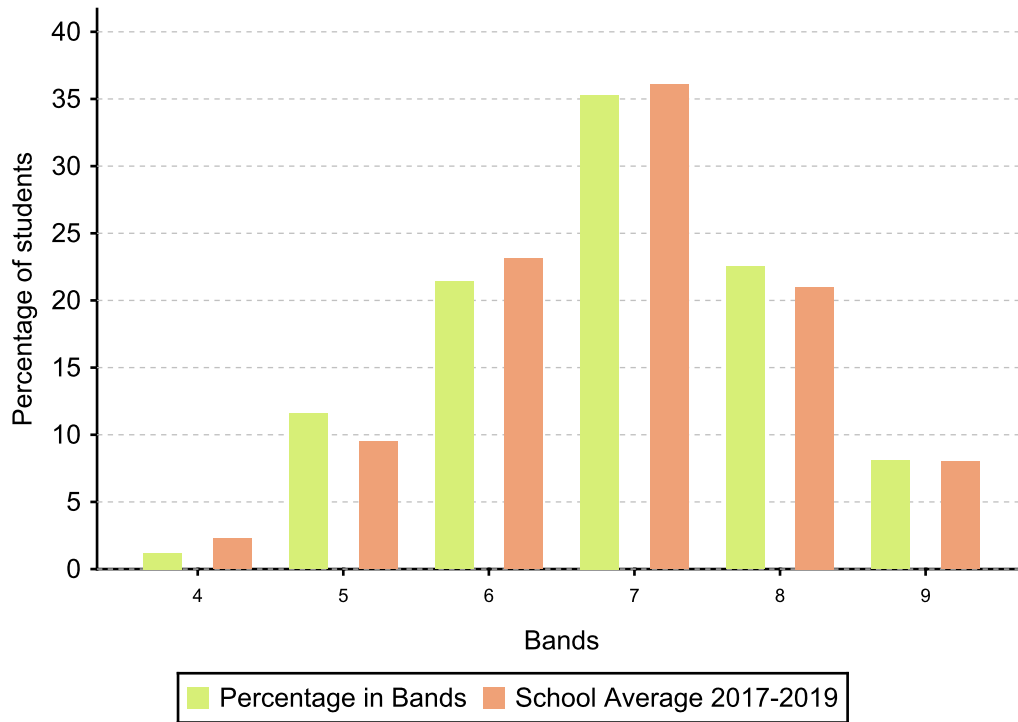
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



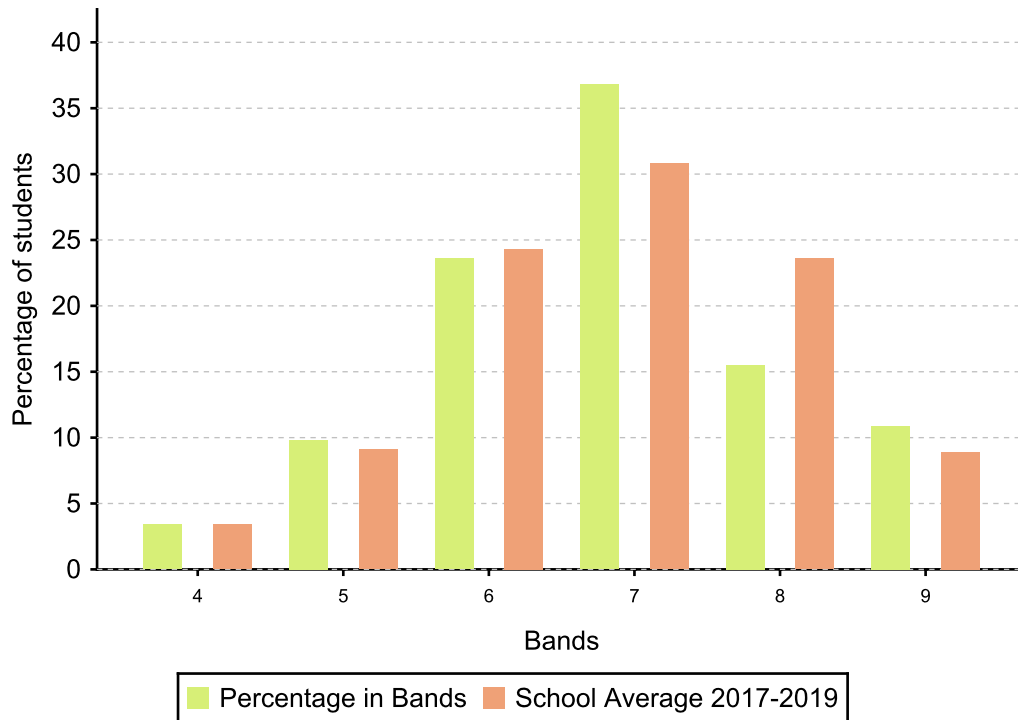
Band	4	5	6	7	8	9
Percentage of students	2.3	18.4	14.9	29.3	24.1	10.9
School avg -2019	5.3	12.9	20.9	31.6	20.9	8.4

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	1.2	11.6	21.4	35.3	22.5	8.1
School avg -2019	2.3	9.5	23.1	36.1	21	8

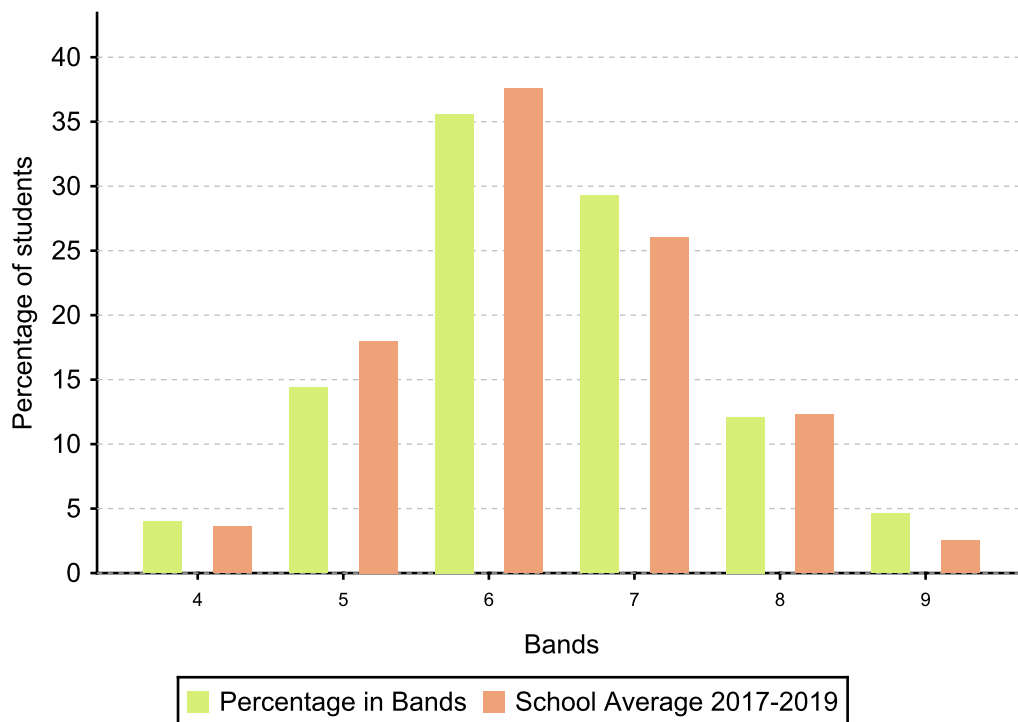
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	3.4	9.8	23.6	36.8	15.5	10.9
School avg -2019	3.4	9.1	24.3	30.8	23.6	8.9

Percentage in bands:

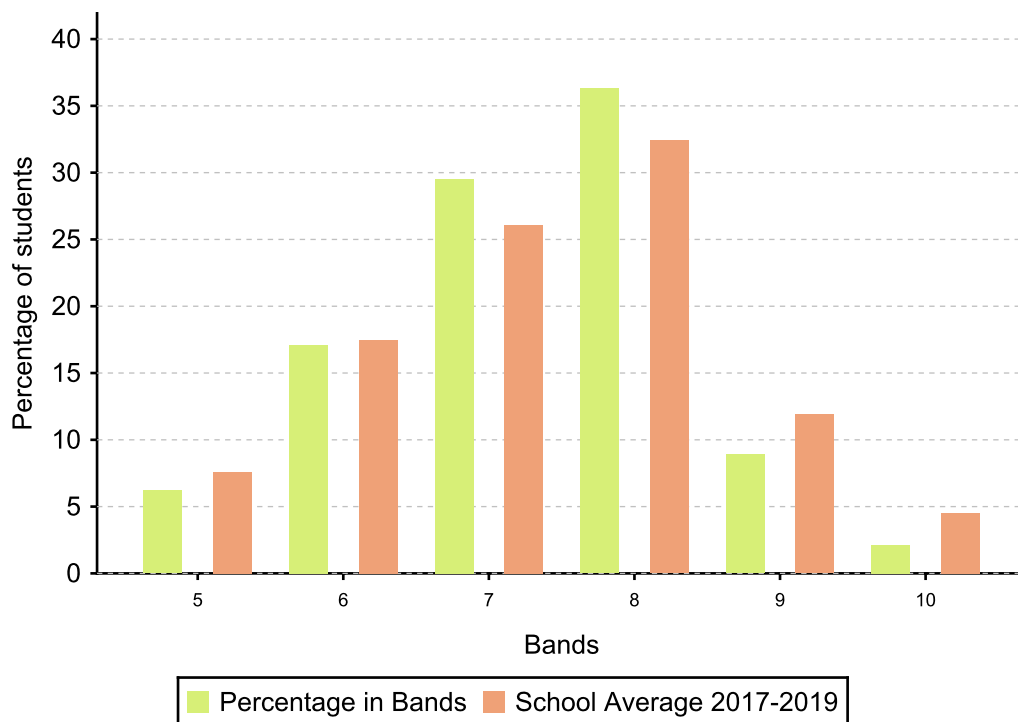
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	4.0	14.4	35.6	29.3	12.1	4.6
School avg -2019	3.6	18	37.6	26	12.3	2.5

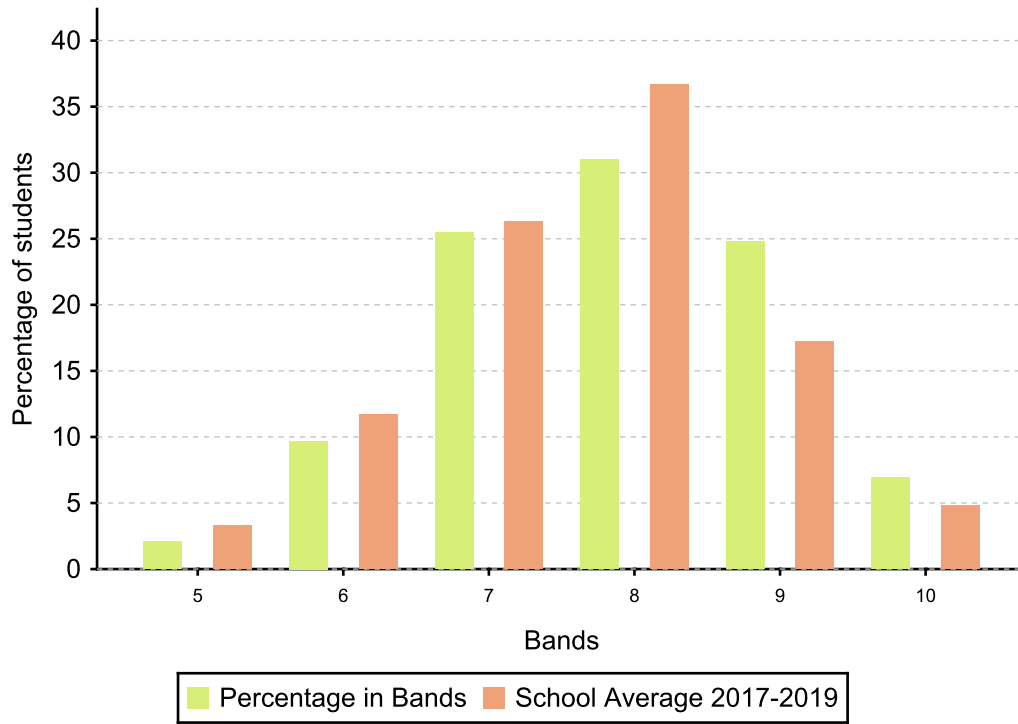
Percentage in bands:

Year 9 Grammar & Punctuation



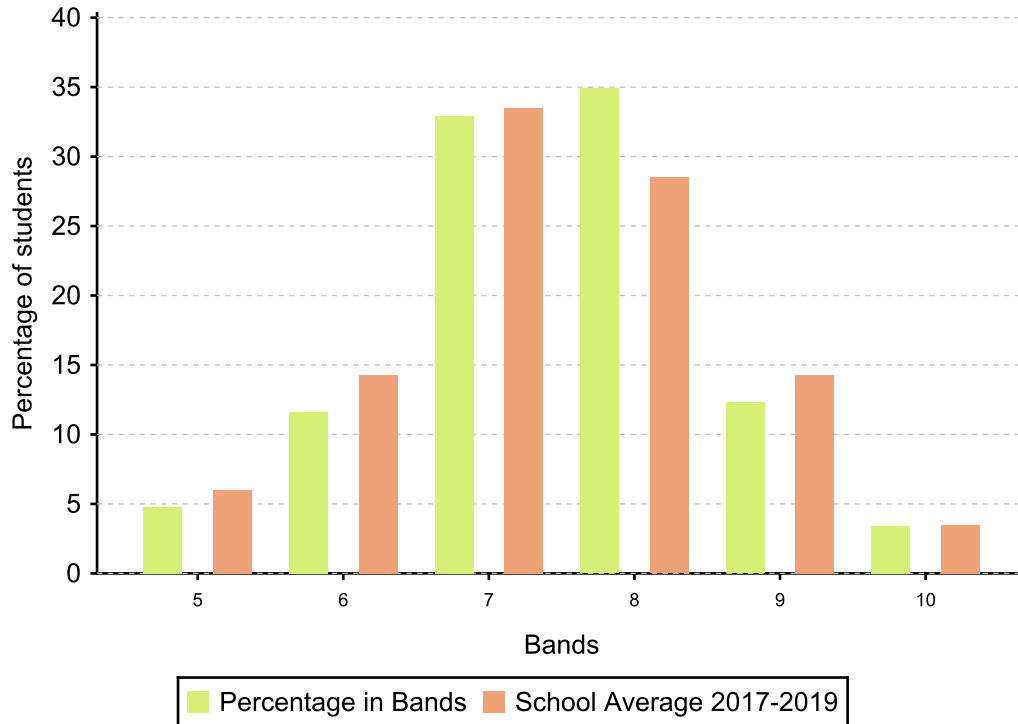
Band	5	6	7	8	9	10
Percentage of students	6.2	17.1	29.5	36.3	8.9	2.1
School avg -2019	7.6	17.5	26.1	32.4	11.9	4.5

Percentage in bands:
Year 9 Reading



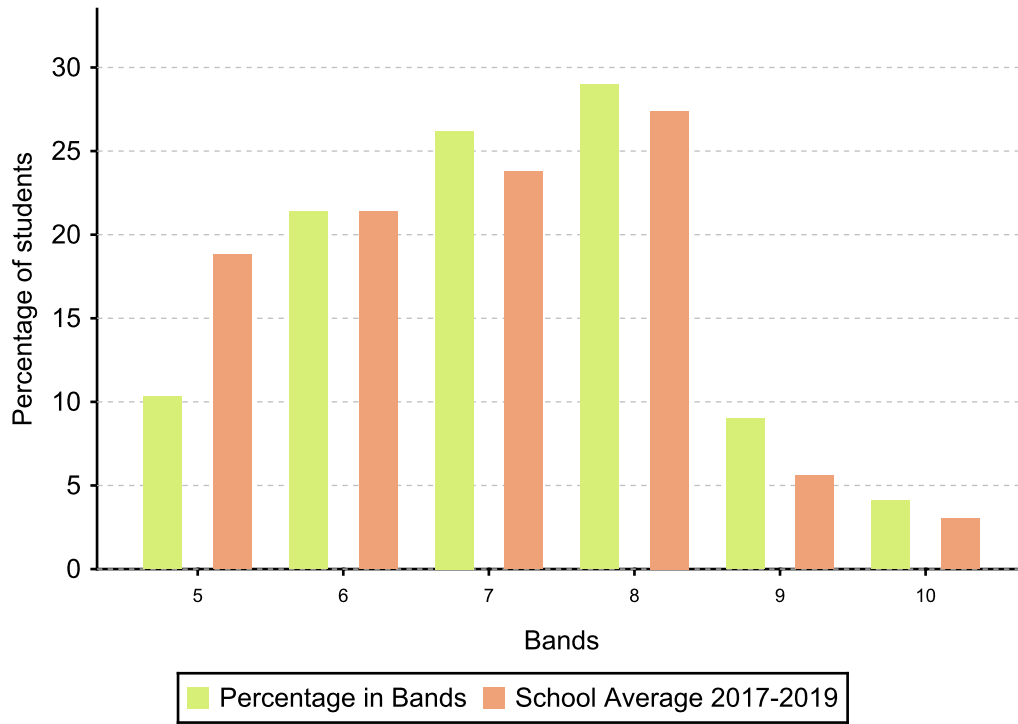
Band	5	6	7	8	9	10
Percentage of students	2.1	9.7	25.5	31.0	24.8	6.9
School avg -2019	3.3	11.7	26.3	36.7	17.2	4.8

Percentage in bands:
Year 9 Spelling



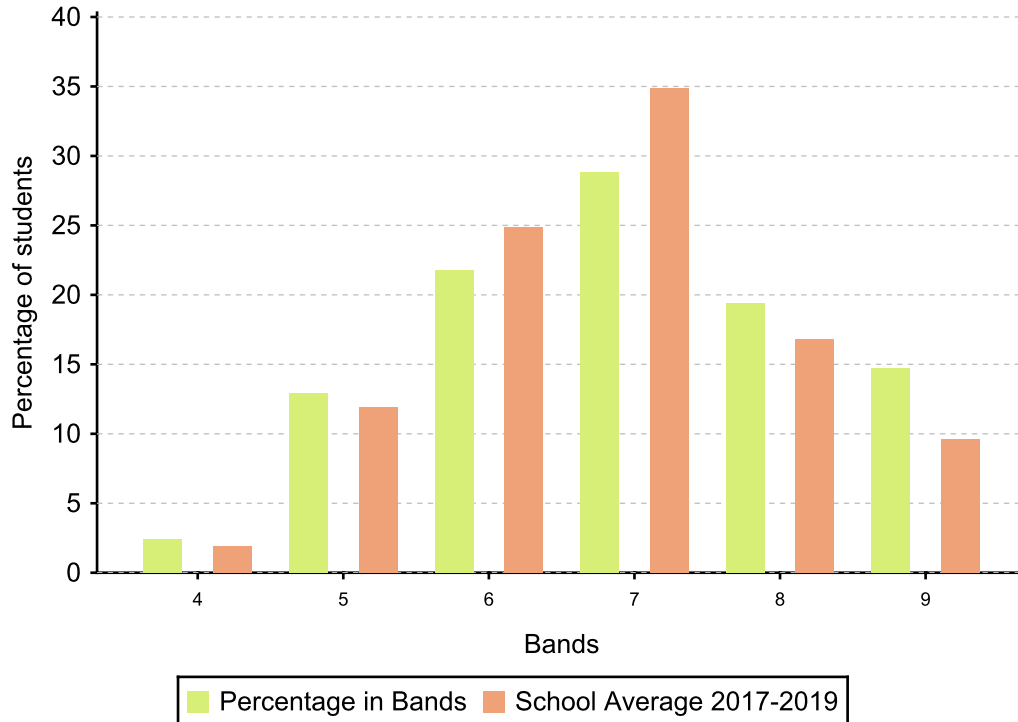
Band	5	6	7	8	9	10
Percentage of students	4.8	11.6	32.9	34.9	12.3	3.4
School avg -2019	6	14.3	33.5	28.5	14.3	3.5

Percentage in bands:
Year 9 Writing



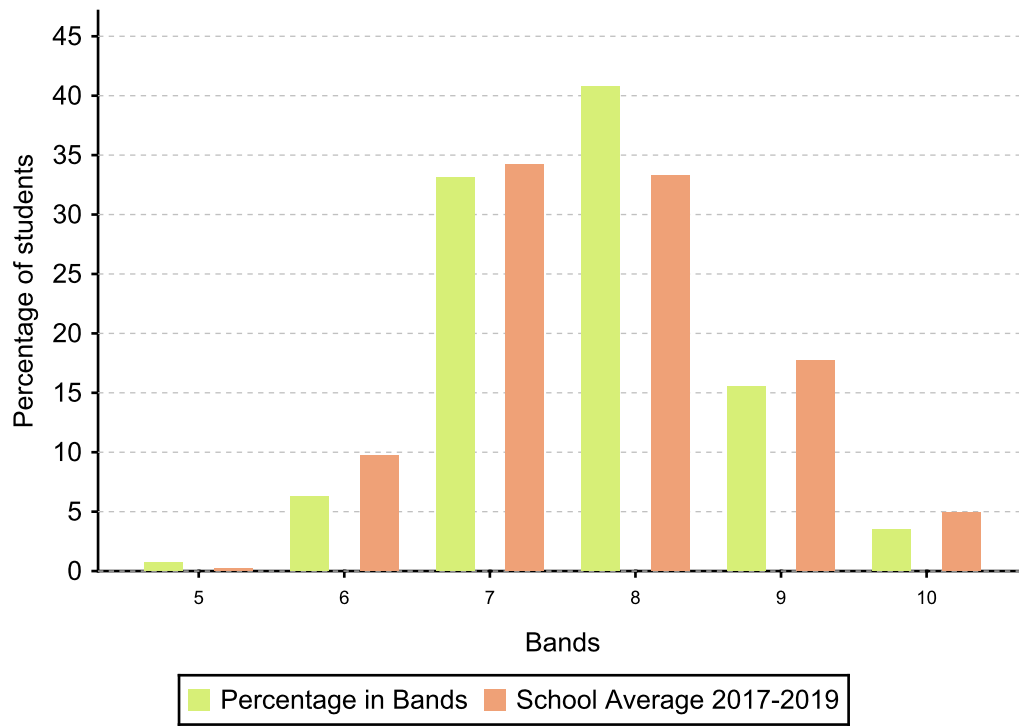
Band	5	6	7	8	9	10
Percentage of students	10.3	21.4	26.2	29.0	9.0	4.1
School avg -2019	18.8	21.4	23.8	27.4	5.6	3

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	2.4	12.9	21.8	28.8	19.4	14.7
School avg -2019	1.9	11.9	24.9	34.9	16.8	9.6

Percentage in bands:
Year 9 Numeracy

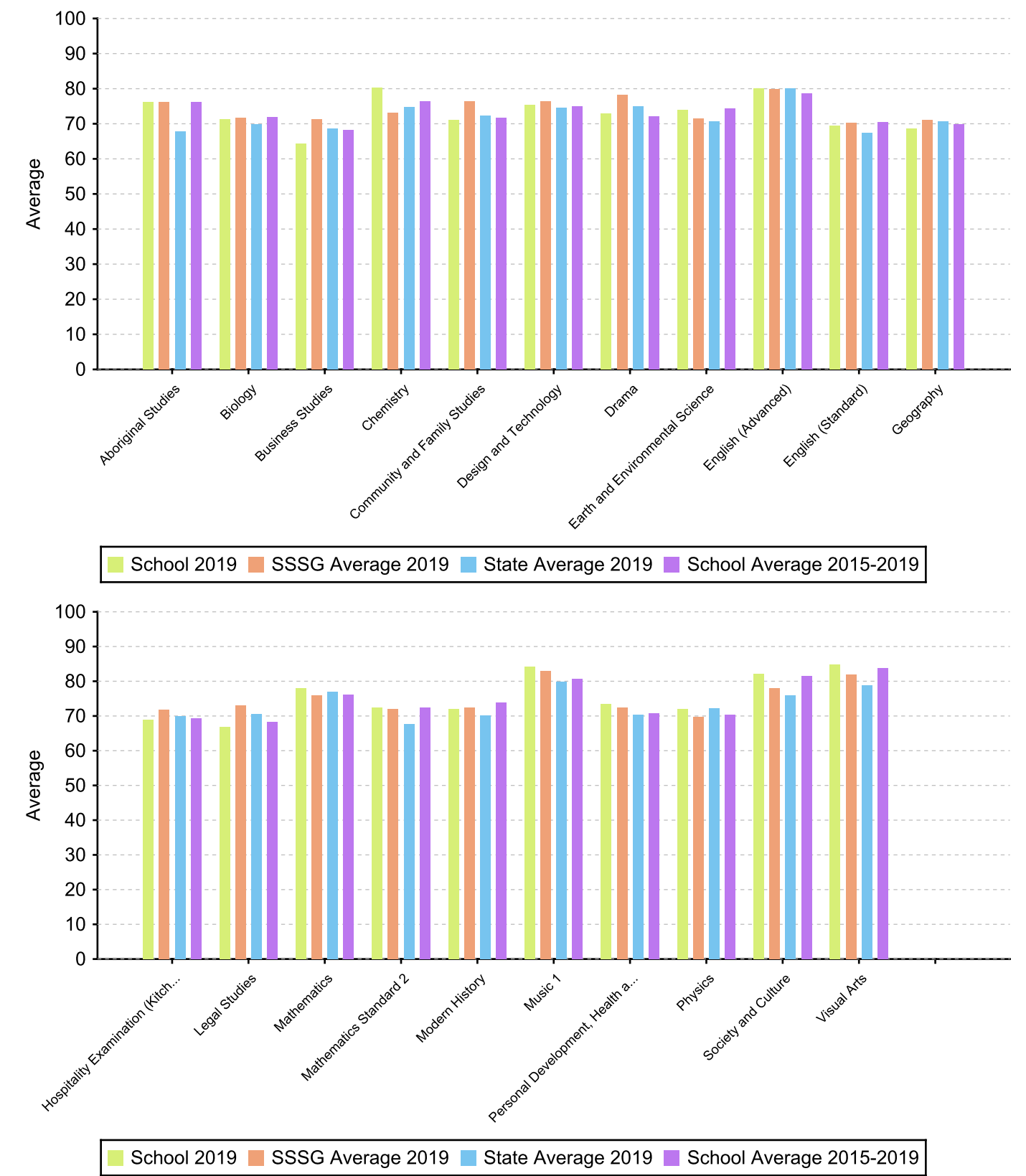


Band	5	6	7	8	9	10
Percentage of students	0.7	6.3	33.1	40.8	15.5	3.5
School avg -2019	0.2	9.7	34.2	33.3	17.7	4.9

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Aboriginal Studies	76.2	76.2	67.8	76.2
Biology	71.3	71.6	69.9	71.8
Business Studies	64.4	71.2	68.6	68.2
Chemistry	80.3	73.0	74.7	76.3
Community and Family Studies	71.1	76.4	72.2	71.7
Design and Technology	75.3	76.3	74.5	75.0
Drama	72.8	78.1	75.0	72.1
Earth and Environmental Science	73.9	71.4	70.6	74.4
English (Advanced)	80.0	79.9	80.0	78.7
English (Standard)	69.4	70.1	67.3	70.5
Geography	68.6	71.1	70.6	69.8
Hospitality Examination (Kitchen Operations and Cookery)	68.9	71.8	70.0	69.2
Legal Studies	66.9	73.1	70.6	68.3
Mathematics	78.0	75.9	76.9	76.1
Mathematics Standard 2	72.5	72.0	67.7	72.5
Modern History	72.0	72.4	70.2	73.9
Music 1	84.2	83.1	79.9	80.7
Personal Development, Health and Physical Education	73.4	72.3	70.5	70.8
Physics	72.0	69.7	72.1	70.3
Society and Culture	82.2	77.9	75.9	81.6
Visual Arts	84.9	82.0	78.8	83.8

Parent/caregiver, student, teacher satisfaction

Consultation of teachers, parents, students and community was sought regarding the school's mobile phone policy.

Teachers participated in a Teacher Team discussion. Staff, parents, students and community were surveyed on mobile phone usage for students at BHS. The survey had over 600 responses to the surveys. There was a fairly level response to each of the sliding scale questions but comments were more telling. A large proportion of respondents were aware of current research. A large proportion were aware of poor or wrong phone usage by students. A significant number of respondents stated phones should be banned outright. Students wanted phones allowed with reasons given relating to contacting parents not for educational use. Staff were generally open to phones being banned. Greatest concern centred around enforcement. Current research on social and emotional wellbeing of young people was considered. Also how young people use technology and why they use it. Research identified distraction, addiction, bullying and reduced exercise, and did not show increased educational value. The decision was made to be phone free from gate to gate., to be implemented in 2020. Staff, students, parents and community were informed. Feedback following the decision going public was and continues to be extremely positive and supportive, and with many parents grateful to the school leadership for making this decision.

Students in Years 7 – 12 completed The Tell Them From Me (TTFM) survey.

78% School 66 % State Students feel accepted and valued by their peers and by others at their school.

31% School 24 %State Students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

87% School 78% State Students have friends at school they can trust and who encourage them to make positive choices.

72% School 72% State Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

1% School 10% State Students skip classes or miss days at school without a reason, or arrive late for school or classes.

97% School 87% State Students that do not get in trouble at school for disruptive or inappropriate behaviour.

56% School 46% State Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

81% School 66% State Students try hard to succeed in their learning.

94% School 85% State Students plan to finish high school.

83% School 67% State Students plan to attend university.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Bulli High School works closely with families and the Northern Illawarra AECG. Our school was instrumental in the establishment of the Junior NIAECG with four students representing BHS.

All students have PLPs completed.

Cultural excursions were held for our students and friends. Students were recognised for their personal achievements.

Three Aboriginal students achieved their HSC.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The ARCO completed training and worked closely with the school's senior executive addressing identified concerns.

Students are educated through the reinforcement of the school's values of Respect Responsibility Integrity.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Bulli High School continues to host and welcome growing numbers of students from overseas adding to a rich culture of diversity.