

2021 Annual Report

Bulli High School



8878

Introduction

The Annual Report for 2021 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 Strategic Improvement 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
Ursula Rd
Bulli, 2516
<https://bulli-h.schools.nsw.gov.au>
bulli-h.school@det.nsw.edu.au
4284 8266

Message from the principal

I would like to acknowledge country and the traditional custodians of this land who are the Wodi Wodi people of the Five Islands Dreaming, Dharawal Country and the Yuin nation. I would like to acknowledge the country on which we meet and gather, near Sandon Point, the declared Aboriginal land rich in Aboriginal history and culture. We thank the ancestors and Elders for passing down their knowledge of country and traditions which is the reason that Aboriginal culture thrives today. At Bulli High School, it is our responsibility to preserve and respect the integrity of this significant site for future generations.

It is my privilege to report on the achievements of Bulli High School in 2021.

The Bulli High School motto, "respect, responsibility, integrity", is exhibited in all that we do. Our welfare, extra-curricular, sports and creative arts programs develop leadership, citizenship and resilience in students and encourage staff and students to work together in partnership. We are proud of the holistic and well-rounded education that students receive at Bulli High School. This is fostered by strong connections with parents and the community.

Although 2021 was another challenging year with the impact of the Covid-19 pandemic on face-to-face teaching and learning, it was also a very successful one as we continued our tradition of outstanding academic success. 14 of our students were recognised as Distinguished Achievers in the Higher School Certificate. Our school achieved 25 Band 6 results (a mark over 90%), representing every faculty. There were 108 Band 5 results (a mark over 80%). 8 courses performed above the state average. The highest ATAR recorded for 2021 was 96.00 which demonstrates that students who attend Bulli High School are capable of achieving at the highest level and have access to the best educational opportunities.

We extend our appreciation and thanks to our 2021 Student Representative Council Year 12 Leadership Team: Leila Christofides and Evan Bissett (Captains), Aleisha Prentice and Sean Ritter (Vice Captains), and Taia Hanley and Michael Mouawad (Senior Executives). Thank you especially to Ms Siobhan Chazarreta who expertly guided and mentored the Year 12 class of 2021. We welcome Mr Scott Sartori who is the year adviser for Year 7 in 2022. Ms Stacey Fraser and Ms Amber Haines will work with Year 6 in 2022 in preparation for Year 7 in 2023.

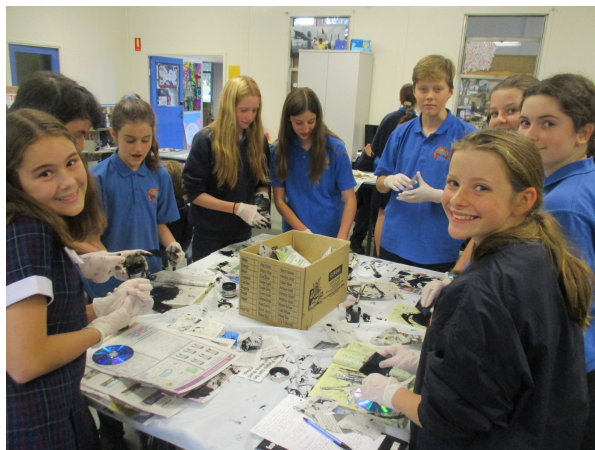
Bulli High School participated in an external validation process in 2021 which was an opportunity for reflection and review. We will continue to strive for excellence as we embark on a new strategic improvement plan for 2022-2025, to ensure that students in the Northern Illawarra can attend their local public high school and receive the best possible education.

I would like to sincerely thank our 2021 P&C Association Executive: Jo Reed (President), Steve Morgan (Vice President), Pip Budgen (Secretary) and Jane Grant (Treasurer). During a very challenging time of change at the school due to Covid-19 restrictions, the association continued to meet in person and online to contribute to the ongoing directions and improvement of the school. I also extend my thanks to Kerry Pedersen (Uniform Shop), Lyn Faulkner (Canteen) and the many community members who volunteered their time to assist with school initiatives. I look forward to continuing to work with our school community and welcome our P&C Association Executive for 2022: Steven Morgan (President),

Alma Telalovic (Vice President), Rena Christmann (Secretary) and Bernard Broughton (Treasurer).

It is an honour to lead Bulli High School. I look forward to building upon our successes in the areas of enrichment, expertise and engagement into 2022 and beyond.

Denise James



School vision

Our students are respectful community citizens who value integrity and strive for academic and personal excellence.

Through the provision of challenging curriculum, informed teaching, a holistic wellbeing focus, and a broad range of enriching extra-curricular experiences, our teachers will know, value and care for our students.

Our students grow in their knowledge and understanding of the importance of the land we live on, Dharawal country, to Aboriginal people.

Our students are creative, critical and independent thinkers, confident in their ability to address challenges, and who are equipped to be life-long learners.

School context

Bulli High School, with an enrolment of 974 students, is an outstanding comprehensive high school situated in the Northern Illawarra. Our school population is continuing to grow.

Whilst 9% of students are from a non-English speaking background, 10 students require some level of EAL/D (English as an additional language or dialect) support, and 35 students identify as Aboriginal or Torres Strait Islander.

Bulli High School has a proud tradition of academic, sporting and creative excellence. Bulli High School has strong established relationships with our local community and works closely with our 9 partner schools in the Seacliff Community of Schools.

Our school enjoys a geographical location very close to Bulli Beach which in turn provides unique learning opportunities for our students. Our students are able to access extra-curricular activities which support a holistic approach to learning. We have also fostered strong partnerships with the University of Wollongong (UOW), the Northern Illawarra AECG, businesses and community groups.

The school has a Special Education Unit (Autism) consisting of 4 classes.

Our highly educated and committed staff, including an experienced leadership team, provide a first-class education for all students. The school's staffing entitlement in 2020 was 69 teaching staff and 16 non-teaching staff. The school also employs a Technical Support Officer from school funds. Our staff is very stable with the majority being here for more than five years.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities within the school, and which are not embedded in this plan. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school will focus on increasing collaboration between teachers within Bulli High School, and with local primary schools and local community groups, in order to improve student engagement in all stages of their learning, and to further develop the effective classroom practices that research shows will lead to enhanced learning outcomes for students. There will also be a focus on staff professional learning around deeper analysis and use of data to develop both individual and group support programs.



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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Purpose: Our purpose is to ensure student growth and attainment through all stages of learning. We will do this by building strong transitions throughout high school, connecting students to their learning and using data to inform teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strong Start, Smooth Transitions
- On Track

Resources allocated to this strategic direction

Socio-economic background: \$81,355.08

Per capita: \$74,889.31

Professional learning: \$6,000.00

Aboriginal background: \$22,424.00

Refugee Student Support: \$923.04

Integration funding support: \$259,831.00

English language proficiency: \$10,416.53

Low level adjustment for disability: \$186,509.07

Summary of progress

1. STRONG START, SMOOTH TRANSITIONS

• Work Studies Elective

A Work Studies elective targeting disengaged Year 10 students transitioning to work was established. The positive rapport developed between the students and teacher resulted in an increase in both class and school engagement. Next year we will continue to offer this elective and will evaluate student feedback at pivotal moments to ensure all topics are assisting students. We will also link this with the Educational Pathways Program to provide more external opportunities for students.

• Transition Programs

A Wellbeing Team Conference was held to enable time for the team to come together and plan the focus strategies and programs for 2021. Trauma-Informed Practice was identified as an area for improvement to better respond to and support students, particularly following the impacts of the global pandemic. This resulted in all staff completing initial training which will continue to be a focus of professional development into next year.

Changes were made to streamline the process of Subject Selection (for both Year 8 into 9 and Year 10 into 11) and increase the efficacy with which students correctly chose their subjects in line with their goals. An online resource linked to the Bulli High School webpage was made readily available, providing a suite of materials addressing subject offerings, the selection process and frequently asked questions. In creating an online resource, a degree of flexibility was added to the subject selection process as students and parents/carers could access it when convenient to them, depending on their particular areas of interest and at any point in time. Prior to submitting their subject selections, all Year 10 students were interviewed by a team of staff, comprising teachers, Head Teachers, Careers Adviser, Year Adviser and Deputy Principal, in order to support and guide them through the subject selection process. Parents were also able to participate in these interviews via phone or Zoom. The majority of students received close to, if not their full suite of preferences in regards their subject selections. This can be attributed to students making informed choices as a direct result of open and available communication supported by the online resource and intensive interview processes. Furthermore, there has been a reduction in the number of students moving subjects and an increase in students receiving their subject preferences.

• Aboriginal Students

A period allowance was provided to the Aboriginal Education Coordinator. Meaningful connections and Personalised Learning Pathways (PLPs) were completed for all Aboriginal students, helping to inform teachers of students preferred learning styles and personal goals. This had a direct and positive effect on students literacy and numeracy results. The Aboriginal Coordinator also worked closely with Year Advisers as part of the Wellbeing Team, particularly during the remote learning period, to support students and their families with their learning and wellbeing. Our Aboriginal families

feel connected to the school as positive relationships have been formed. All students continued to participate in their learning activities throughout the year and were also offered extra-curricular opportunities to connect with each other and with country through the Northern Illawarra AECG. With an increase in Aboriginal students enrolling at BHS, it may be necessary to appoint an Assistant Aboriginal Coordinator in 2022. Making PLPs readily available to all staff on Sentral will also continue so we can best support our students in all aspects of their schooling. 2021 saw our Aboriginal Coordinator teaching the senior Aboriginal Studies elective to Year 11 which will extend to Year 12 in 2022. This, along with the community morning tea, NAIDOC Week Assembly and other activities, ensures that all of our students at BHS are learning about Aboriginal culture.

- **Attendance Strategy**

While some increased tracking of student attendance occurred, there were some delays in this initiative due to remote learning. Next year we will work more with our community in raising expectations of the importance of attending school, and also introduce a more systematic process to improve attendance and hence, learning outcomes.

- **Review of Enrichment Program**

As a part of a review into the application process for the Enrichment Class program, it was found the Portfolio completed by applicants was relatively undervalued. The improvement in the dissemination of information to applicants resulted in a vast improvement in the depth and quality of submissions. The streamlined, methodical approach underpinned a more informed application. This in turn, supported the three-way approach to selection with the Portfolio given equal consideration along with the test and interview. To assist in assessing the quality of students' Portfolios, criteria were devised for teacher use. This criteria offered greater focus and clarity for those staff who volunteered to read and evaluate each Portfolio. The criteria also facilitated a much deeper understanding of student ability in order to make a more informed decision about candidate suitability.

Data collected demonstrating the value of the Arts and STEM Enrichment program within our Seacliff Community of Schools, evidences a growth in numbers of students choosing to attend BHS in Year 7. A high proportion of students graduating from the Enrichment program have chosen a CAPA or STEM pathway in electives for stage 5 and 6. These students are demonstrating increased engagement and participation in extracurricular activities such as: debating, public speaking, external competitions, and Creative and Performing Arts programs and exhibitions. This is further evidenced in outstanding HSC results where students graduating from the Enrichment program are consistently achieving in the top 5% of the state and results are consistently above state average. We will continue to refine our Enrichment class processes next year.

2. ON TRACK

- **Support for Students with Additional Learning Needs**

A rise in the number of students with special provisions in Year 11 and 12 and an increase in student complexity across the school meant we needed to enhance what we could provide. Our Learning Support Team consisted of one full time Learning and Support Teacher (LAST) and 2 full time School Learning Support Officers (SLSOs) who were stretched beyond their capacity and unable to effectively support students. Funding sources were used to employ two additional LASTs in 2021. This allowed for a significant increase in the level of support to students with additional learning needs, as well as support for their teachers. Enhancing learning support at Bulli High School was seen as a crucial step in meeting student needs and will continue to be a focus in 2022.

- **Literacy and Numeracy Focus**

NAPLAN data and information gathered from Stage 3 teachers assisted in determining literacy, numeracy and wellbeing support for Year 7 students. This was collated to inform class formations and was issued to each Year 7 teacher to ensure they knew their students and how to best support them. Feedback from students, parents and teachers indicated that students were highly engaged in their learning. Next year, we will seek to appoint a Literacy and Numeracy Coordinator to continue to drive this initiative across the school by providing targeted support.

- **Step Up Program**

A targeted wellbeing program designed to support small groups of students at Bulli High School to improve education, employment, and life outcomes was reviewed and implemented, providing support and strategies that encouraged school engagement and positive communications. The feedback from students was very encouraging as students displayed increased connections with each other and staff. This program will continue to be employed as needed with groups of students throughout 2022 and beyond.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Bands	• Data indicates 25.27% of students are in the top two skill bands for

<ul style="list-style-type: none"> • The percentage of students achieving in the top 2 bands to be above the 2019 lower bound percentage in reading • Lift the percentage of students achieving in the top 2 bands for numeracy by 4% from the baseline data • The percentage of Aboriginal students achieving in the top 3 bands for NAPLAN reading and numeracy has increased. <p>HSC</p> <ul style="list-style-type: none"> • Increase the percentage of HSC students achieving in the top 2 bands from the baseline data by 4%. • Increase the percentage of HSC course results in the top 3 bands from the baseline data by 3%. 	<p>reading which is an increase against baseline data.</p> <ul style="list-style-type: none"> • In numeracy, 16.76% of students are in the top two skill bands indicating a decrease against baseline data. • 16% of Aboriginal students have achieved results in the top 2 NAPLAN bands in reading and numeracy indicating progress toward the lower bound target. This includes 20% of Year 9 Aboriginal students achieving in the top 2 bands for reading, and 25% in the top 2 bands for numeracy, above both state and SSSG average. <ul style="list-style-type: none"> • 23.43% of students attained HSC results in the top two bands demonstrating progress yet to be seen toward the lower bound target. • 60.29% of students attained HSC results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
<p>Aboriginal Student Achievement</p> <ul style="list-style-type: none"> • Increased number of Aboriginal students attaining the HSC whilst maintaining their cultural identity. <p>Expected Growth</p> <ul style="list-style-type: none"> • The percentage of students achieving expected growth in Reading is maintained is above the 2019 lower bound. • The percentage of students achieving expected growth in numeracy is above 2017-2018 baseline. 	<ul style="list-style-type: none"> • The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by 100% of Year 12 Aboriginal students attaining their HSC in 2021. <ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 60% indicating progress yet to be seen toward the lower bound target. • The percentage of students achieving expected growth in numeracy decreased by 18.24% leading to progress yet to be seen toward the lower bound system-negotiated target.
<p>Attendance</p> <ul style="list-style-type: none"> • The percentage of students attending for greater than 90% of the time increases from the baseline data by 4% 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 4.34% in the last 2 years.



HSC artwork selected for Art Express

Strategic Direction 2: Creating Agile, Adaptive and Collaborative Learning Environments

Purpose

Purpose: Our purpose is to reflect and respond to the ever-changing and complex learning environment. We will do this by utilising flexible, effective and informed teaching and learning practices, in an environment of collaboration, to achieve optimal outcomes for all.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovative and Flexible Learning
- Productive Learning Partnerships

Resources allocated to this strategic direction

Per capita: \$148,500.00

Professional learning: \$11,888.68

Aboriginal background: \$2,342.88

Summary of progress

1. INNOVATIVE AND FLEXIBLE LEARNING

• Technology

The wide range of tools and applications of technology throughout the school suggested that there were pockets of expertise and effectiveness in the use of technology. 2020 survey results revealed that most teachers had set up Google Classrooms for online learning successfully, but by 2021, all teachers were using Google Classroom as a means of communication, sharing resources and setting assignments for marking online. This area for learning continues to be one that teachers seek out and, as indicated in surveys, there are more class teachers willing to deliver and facilitate this learning. The strongest evidence of the impact of leadership in this area of learning has been the adaptability of the staff, particularly lead teachers, to use technology to transition all whole-school and community events, such as subject selections, the Year 7 Enrichment Classes Showcase, and Google Sites for curriculum areas and class groups - that go beyond uploading information for students, but attempt to engage them in rich and deep learning in innovative and challenging ways. The use of technology will continue to be an area of development next year as we review our Bring Your Own Device (BYOD) program to ensure we are providing the best learning opportunities for our students.

• Assessment

External exam invigilators were to be employed for both Year 11 and 12 exams to not only prepare students for these conditions, but to allow time for teachers to engage in professional learning and the use of consistent teacher judgement. Unfortunately, there were delays in this initiative due to remote learning, however, teachers were able to create online examinations with the support of NESA. This in itself, demonstrated teachers' ability to be innovative and flexible in their approach to assessment of student learning. An aim for 2022 will be to further develop practices around assessment, with a particular focus on formative assessment across the school.

2. PRODUCTIVE LEARNING PARTNERSHIPS

• Aboriginal Education Cultural Awareness

A number of staff had the opportunity to undertake the Connecting to Country professional learning provided by the Northern Illawarra AECG. This facilitated collaboration amongst the staff and community, enhancing cultural awareness.

• Innovative Teaching and Learning Practice

With two school years disrupted by lockdowns at pivotal points in the learning calendar, the school demonstrated an excellent ability to be flexible with learning culture and implement change through innovative, collaborative practice. Re-evaluating processes and procedures allowed for improvements in delivery of targeted programs, classroom teaching and learning practices supported by data that indicates a growth in areas of curriculum, reporting and assessment and student outcomes.

Despite and perhaps because of necessity, teachers had to develop better skills in the use of data, collaborative practice and expertise and innovation. Teaching staff shared their expertise in the use of remote learning strategies. Innovative practices in remote learning tools first used in 2020 were further developed in 2021. Many (if not all) of the skills teachers developed during remote learning can be carried forward. It may be worthwhile reviewing and re-writing the Agile

Learning Environment project, as we have progressed further than we would have first envisaged and can make a bolder starting point.

- **Collaborative Practice**

Teaching staff shared expertise and proactively evaluated their practice with a focus on improvement. The delivery of course content with High Potential and Gifted (HPG) intent and a strong understanding of the implementation of a differentiated curriculum to support all learners improved, along with a more informed understanding and delivery of assessment and reporting. To better identify HPG students within Years 7-12 classes and to address their learning needs, all BHS teachers participated in professional learning with a focus on the NSW Department of Education's High Potential and Gifted Education Policy.

A survey focused on collaborative practice reflected different levels of engagement and satisfaction in whole-school professional learning, with an increasing number of teachers wanting to be involved in leading or facilitating sessions. This indicates a changing culture of leadership with scope to adapt and amend the processes and opportunities for school leaders at the class teacher level, to lead learning beyond their classroom or faculty areas. As priorities change, in particular with the new Strategic Improvement Plan in place, these opportunities will be provided as there is a focus on a more explicit alignment between the improvement indicators and goals, teacher practice and teacher's professional development goals.

Collaborative practices were also embedded into an Executive Conference and Executive Meetings to address the need for school leaders to also be professionally developed and have structures in place to support their access to current readings, research and practices at leadership levels. It is evident from the surveys and evaluations conducted in 2021, that BHS has been able to establish a positive culture of learning and collegial collaboration.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teaching and collaborative practices across all curriculum areas are reviewed by a core group of teachers. The technology needs of students and teachers are reviewed and identified and a coordinated plan is put in place to ensure students and teachers have enhanced access to technology. Identified teachers participate in professional learning to explore pedagogical practices including 4Cs and Collaborative Practice. SEF: Learning and Development (Focus Theme: Expertise & Innovation) is S & G	<ul style="list-style-type: none">• Technology has allowed staff to work in innovative and collaborative ways to explore pedagogical practices. Self-assessment and external validation against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Expertise and Innovation.
All teachers share a common understanding of the High Potential and Gifted Education policy. Teachers are trained in identifying, high potential and gifted students and have the strategies to support their learning. Teachers of the STEM and Arts Enrichment classes are collaborating across curriculum areas resulting in students gaining a strong appreciation of the cross curricular links. SEF: Learning and Development (Focus Theme: Collaborative practice and feedback) is S & G.	<ul style="list-style-type: none">• All teachers have participated in professional learning on the High Potential and Gifted Education policy. Co-ordinators and teachers of the Enrichment classes have collaborated to assist student outcomes. Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of Collaborative practice and feedback.

Purpose

Purpose: Our purpose is to educate students to understand their responsibilities as global citizens who are equipped with the skills to effect positive change. We will do this by developing student voice and leadership, and an appreciation of individual and group responsibility.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Voice and Advocacy
- Enhance Student Agency and Responsibility

Resources allocated to this strategic direction

Aboriginal background: \$2,000.00

Per capita: \$9,500.00

Summary of progress

1. STUDENT VOICE AND ADVOCACY

• Acknowledgement of Country

Aboriginal students, under the coordination of the Aboriginal Education Coordinator and local Elders, wrote an Acknowledgement of Country that is personalised to our school's context. Students now present the Acknowledgement of Country at school events including assemblies and official ceremonies, recognising and fostering our connection to the land on which we work, teach and learn.

• Citizenship Portfolio Program

Data indicated that our students' sense of belonging was highly volatile and varied widely between cohorts. We implemented the 'Citizenship Portfolio' as a way of giving students an opportunity to connect with activities in the school and their community. The uptake on this from students has taken some time due to the interruptions on the school year. The program will need to be reviewed and relaunched with students in 2022. To further acknowledge and encourage academic effort, Recognition Letters were sent to students to compliment the Citizenship Portfolio and were well-received. These will continue to be refined and issued in 2022.

• Student and Parent Forums

While student and parent forums were delayed due to the pandemic, we conducted parent surveys, increased our weekly communication with parents and kept the school planning cycle as a standing agenda item at P&C meetings to allow for constant and continual reflection and feedback. Introducing forums to hear student and parent voice in 2022 will be a priority.

2. ENHANCE STUDENT AGENCY AND RESPONSIBILITY

• Review of the SRC

Although the SRC is an established leadership team at BHS, our aim was to build student agency by reviewing current practices and seeking feedback from students and staff. A new SRC coordinator was appointed in Term 4 2021 to shadow the experienced coordinator and to begin to make plans for 2022. The effect of this will be evaluated in 2022.

• Self-directed Learning

Implementing a continuum of change through targeted reflection on current practice with clear future goals in the areas of HPGE and differentiation in the classroom, will be a critical factor in the continued growth of student outcomes as the school grows in size. Targeted programs that provide enriched learning experiences to support student talent and interest will deepen the learning opportunities for students and support strategies implemented in the classroom through providing specialised learning niches for students to engage with. Ensuring skills developed throughout the online learning period aren't lost and are enhanced and embedded within the learning environment in the classroom will be an opportunity to expand the enriched learning continuum for our students. Maintaining a focus on engagement and a consistency with evaluative practice will be a key to the future development of teaching and learning at BHS.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school has increased and is closer to State average.</p>	<ul style="list-style-type: none"> • Tell Them From Me data shows a slight decrease in reported positive wellbeing compared to the 2020 results. This includes a 2% increase in positive relationships, 3% decrease in sense of belonging and 0.2% decrease in expectations of success. The initiative focusing on student engagement, citizenship and recognition will direct how we address students' sense of belonging across the school in 2022.
<ul style="list-style-type: none"> • Systems which encourage active engagement by students in their learning and their demonstrated leadership and citizenship are reviewed and promoted. 	<ul style="list-style-type: none"> • Student uptake of the Citizenship Portfolio in 2021 was impeded by delays in learning and teaching. As a result, the school's Student Merit System will be revised in 2022. The processes, procedures and programs promoting student leadership and citizenship will also continue to be refined with the appointment of a new Student Representative Council Co-ordinator in 2022.



SRC Meeting

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$923.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On Track <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: student and parent support through LaST and SLSO check-ins, increasing the capacity of students and parents/carers to connect with learning. Students and parents/carers demonstrated increased confidence and self-worth when engaging with the school and developed positive relationships with staff members.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to support students to clarify learning with SLSO and LAST support, as well as to sustain relationships with parents through regular, individualised communication.</p>
<p>Integration funding support</p> <p>\$259,831.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bulli High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On Track <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around literacy and numeracy • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: students demonstrating progress towards their individual learning goals. All IEPs were updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$81,355.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bulli High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strong Start, Smooth Transitions

<p>Socio-economic background</p> <p>\$81,355.08</p>	<ul style="list-style-type: none"> • On Track <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Year 7 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy results above the state in NAPLAN. - The average scaled growth of Year 7 students above state and SSSG in Reading and Numeracy. - The percent of Year 7 students at or above expected growth exceeding both state and SSSG in Numeracy. - Year 9 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy results above the state in NAPLAN. - The average scaled growth of Year 9 students above state and SSSG in Reading and Grammar and Punctuation. - The percent of Year 9 students at or above expected growth exceeding both state and SSSG in Reading and Grammar and Punctuation. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>engage a literacy and numeracy coordinator to support our trajectory towards achieving targets. The school will also establish an Attendance Strategy with support from the school wellbeing team to identify and lift attendance for students in this equity cohort.</p>
<p>Aboriginal background</p> <p>\$26,766.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bulli High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Voice and Advocacy • Strong Start, Smooth Transitions • Productive Learning Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>100% of Aboriginal families engaging in the PLP process and, more importantly, students connecting with culture through authentic NIAECG partnerships.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continuing to engage an Aboriginal Education Co-ordinator with the support of an assistant, to deliver differentiated and personalised support to Aboriginal students, while also building the professional knowledge of teachers.</p>
<p>English language proficiency</p> <p>\$10,416.53</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bulli High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$10,416.53</p>	<ul style="list-style-type: none"> • On Track <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design differentiated lessons that reflect the needs of EAL/D learners. Ongoing professional learning from the Learning and Support team will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of co-planning and co-teaching.</p>
<p>Low level adjustment for disability</p> <p>\$186,509.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Bulli High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On Track <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: the achievement of a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs, an extra LAST and a Head Teacher Learning and Support.</p>
<p>COVID ILSP</p> <p>\$81,862.34</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to supervise and monitor progress of student groups engaging in online tuition <p>The allocation of this funding has resulted in:</p>

COVID ILSP

\$81,862.34

the majority of the students in the program achieving significant progress towards their personal learning goals.

After evaluation, the next steps to support our students with this funding will be:

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised, involving regular monitoring of students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority with the appointment of both a Literacy and Numeracy co-ordinator who will work with staff and students.



STEM Enrichment Program

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	468	506	510	511
Girls	416	414	416	443

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.5	93.6	94.8	89.4
8	89.2	89.7	92.8	88.7
9	88.2	88.2	91.5	84.6
10	85.6	85.9	91.4	87
11	89.4	89.7	92.4	86.5
12	87.2	88	91.2	86.3
All Years	88.6	89.3	92.4	87.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	0
Employment	7	3	18
TAFE entry	1	3	12
University Entry	0	0	53
Other	3	0	0
Unknown	0	0	17

Year 12 students undertaking vocational or trade training

39.16% of Year 12 students at Bulli High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.4% of all Year 12 students at Bulli High School expected to complete Year 12 in 2021 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)	11
Classroom Teacher(s)	51.1
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.77
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,217,135
Revenue	11,569,029
Appropriation	11,257,159
Sale of Goods and Services	81,298
Grants and contributions	228,527
Investment income	645
Other revenue	1,400
Expenses	-11,733,106
Employee related	-10,762,153
Operating expenses	-970,953
Surplus / deficit for the year	-164,077
Closing Balance	1,053,058

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.

	2021 SBAR Adjustments (\$)
Targeted Total	260,754
Equity Total	305,048
Equity - Aboriginal	26,767
Equity - Socio-economic	81,355
Equity - Language	10,417
Equity - Disability	186,509
Base Total	9,920,046
Base - Per Capita	232,889
Base - Location	0
Base - Other	9,687,157
Other Total	489,642
Grand Total	10,975,490

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.

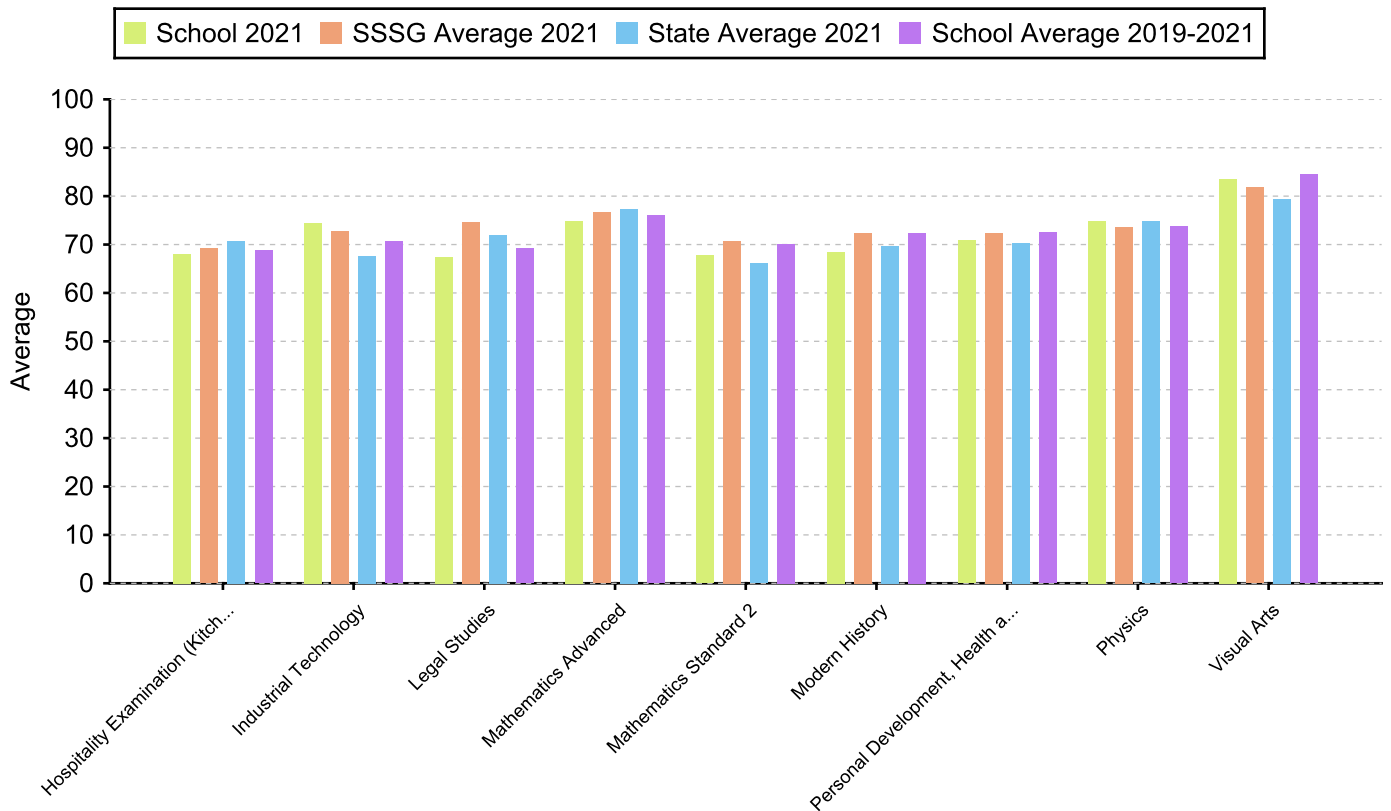
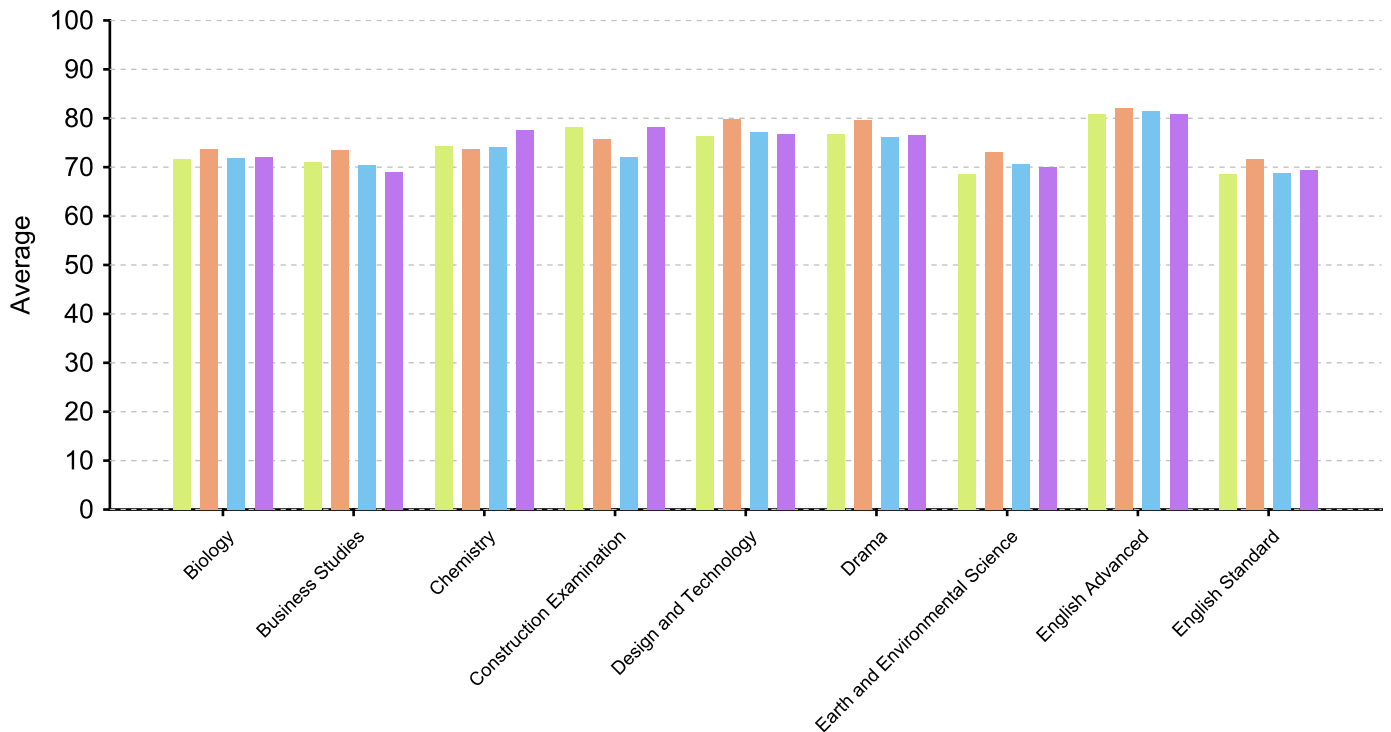
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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 2021	SSSG	State	School Average 2019-2021
Biology	71.7	73.7	71.9	72.1
Business Studies	71.0	73.4	70.4	69.1
Chemistry	74.4	73.6	74.1	77.5
Construction Examination	78.3	75.7	72.2	78.2
Design and Technology	76.3	79.9	77.2	76.8
Drama	76.8	79.6	76.1	76.6
Earth and Environmental Science	68.7	73.2	70.6	70.1
English Advanced	80.8	82.1	81.4	80.9
English Standard	68.5	71.8	68.8	69.4
Hospitality Examination (Kitchen Operations and Cookery)	68.1	69.2	70.8	68.8
Industrial Technology	74.5	72.8	67.7	70.7
Legal Studies	67.4	74.6	72.0	69.2
Mathematics Advanced	74.9	76.7	77.4	76.0
Mathematics Standard 2	67.7	70.8	66.1	70.1
Modern History	68.4	72.4	69.7	72.4
Personal Development, Health and Physical Education	70.8	72.4	70.3	72.5
Physics	74.9	73.7	74.8	73.8
Visual Arts	83.5	81.8	79.4	84.5



Parent/caregiver, student, teacher satisfaction

During remote learning in 2021, parent and student surveys found the following:

- 88.2% of parents said that their child found it easy to access their learning online and understood school and class expectations.
- 72.1% of parents and 70.2% of students expressed that they found it straightforward to complete their learning activities.
- 73.5% of parents and 65.5% of students believed that the balance between online and offline activities was appropriate.
- 86.2% of students were more than satisfied with the level of feedback they received from their teachers.
- 84.3% of students knew how to access wellbeing support from the school.
- 72.8% of parents thought that the level of communication from the school was high to exceptional.
- 60% of parent respondents and 72% of students wanted to thank individual teachers and the school.

The 2021 People Matters Employee Survey (PMES) found the following:

- Staff engagement and connection to the school increased by 8ppts to 64%.
- 94% of staff reported that their job gives them opportunities to use a variety of skills.
- 94% of staff feel they can speak up and share a different view to others which is an increase of 22ppts.
- 94% of staff said their manager listens to what they have to say which is an increase of 20ppts.
- 94% of staff reported that there are people at work who care about them, with an increase of 16ppts.
- 89% of staff feel that the school considers their needs when planning work and that there is good team spirit, with an increase of 15ppts.
- 82% believe that senior managers keep employees informed about what's going on with an increase of 43ppts.
- 76% reported that senior managers provide clear direction for the future of the organisation, increasing by 38ppts.
- 65% said that senior managers listen to employees with an increase of 37ppts.
- 65% of staff believe that senior managers model the values of the organisation, increasing by 26ppts.
- 71% of staff reported that the organisation meets the needs of the communities, people, and/or businesses of NSW, with an increase of 26ppts.



Expo Night

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.