

# 2022 Annual Report

## Bulli High School



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# Introduction

The Annual Report for 2022 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

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Bulli High School

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## Message from the principal

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It is my privilege to report on the achievements of Bulli High School in 2022.

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.

Following on from the challenges of 2021 and remote learning due to the Covid-19 pandemic, 2022 saw the return of face-to-face teaching and learning and another very successful year 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 18 Band 6 results (a mark over 90%). There were 122 Band 5 results (a mark over 80%). 9 courses performed above the state average. We extend our appreciation and thanks to our 2022 Student Representative Council Year 12 Leadership Team: Maeve Hesse and Victor Strange (Captains), Bethany Hopkins and Noah Shipp (Vice Captains), and Phoebe Hammersley and Thomas Fraser (Senior Executives). Thank you especially to Ms Amber Haines who expertly guided and mentored the Year 12 class of 2022. We welcome Ms Stacey Fraser and Ms Amber Haines who are the year advisers for Year 7 in 2023. Mrs Jennifer Wilkinson and Mr Mitchell Tighe will work with Year 6 in 2023 in preparation for Year 7 in 2024.

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 implement our 2022-2026 strategic improvement plan, 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 2022 P&C Association Executive: Steve Morgan (President), Halimah Simpson (Vice President), Rena Christmann (Secretary) and Bernard Broughton (Treasurer). I also extend my thanks to Kerry Pedersen (Uniform Shop) and the many community members who volunteered their time to assist with school initiatives. I would like to particularly acknowledge the work of Aboriginal Community Liaison Officer, Julie Street-Smith, in her ongoing support of our school and students. I look forward to continuing to work with our school community and our P&C Association Executive throughout 2023.

It is an honour to lead Bulli High School. I look forward to building upon our successes in the areas of student engagement, teacher expertise and community empowerment into 2023 and beyond.

Denise James

## School vision

At Bulli High School, we value respect, responsibility and integrity, and strive for academic and personal excellence.

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

Our teachers know, value and care for our students through the provision of an engaging curriculum, informed teaching, a holistic wellbeing focus, and a broad range of enriching extra-curricular experiences.

Together, we grow in our knowledge and understanding of the significance of the land we live on, Dharawal Country.

*We 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. We 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.*

## School context

Bulli High School is a comprehensive coeducational high school in the Northern Illawarra, situated on Dharawal Country between the escarpment and the ocean, adjacent to Bulli Beach. Our geographical location provides unique learning opportunities for our students who have a deep respect for the traditional custodians of the land they live and learn on. Our current enrolment of 1092 students consists of 54% male and 46% female students with a growing school population. 45 students identify as Aboriginal or Torres Strait Islander and 115 students have a language background other than English. The school features a Support Unit which has 4 classes for students on the Autism spectrum.

The school's permanent staffing entitlement is 76 teaching staff and 18 non-teaching staff. The school employs some additional staff from school funds to provide a range of learning, wellbeing and operational supports including a Learning and Support Teacher, Technical Support Officer and Site Manager. The school executive is comprised of 2 deputy principals and 11 head teachers, including dedicated positions for wellbeing and staff professional development. The majority of staff have been at Bulli High School for more than five years with over 20 years teaching experience.

Bulli High School has a proud tradition of academic, creative, sporting and leadership excellence. Students study subjects from a broad curriculum which includes enrichment classes in both the Arts and STEM, extension opportunities and vocational courses. Our students are able to access extra-curricular activities which support a holistic approach to learning as they are encouraged to reach their full potential and become community minded citizens, in a spirit of respect, responsibility, and integrity.

The school has strong established relationships with our 9 primary feeder schools in the Seacliff Community of Schools, spanning a distance of 25 kilometres north of the school along the coastline, supporting student learning from Kindergarten to Year 12. We have fostered robust partnerships with the University of Wollongong, the Northern Illawarra AECG, and local community groups. The school values parent support, including an active Parents & Citizen's Association, working in collaboration to provide the best learning environment and opportunities for students both within and beyond the classroom.

A thorough self-assessment process utilising the School Excellence Framework was Externally Validated in November 2021. This, along with an updated situational analysis in 2022 involving consultation with students, teachers and our community, has highlighted our future directions of engagement, expertise and empowerment. The majority of the school's equity funding will be used to support the initiatives developed in the 2022-2026 Strategic Improvement Plan. The school is committed to continually improving effective classroom practices through staff collaboration and professional learning as research shows this will lead to enhanced learning outcomes for all.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 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

#### STUDENT ENGAGEMENT

To ensure student growth and attainment through all stages of learning. We will do this by using data to inform teaching practice which will engage, enrich and support students learning experiences.

#### 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.

- DATA-DRIVEN PRACTICES

#### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$192,003.88

**English language proficiency:** \$9,485.50

**Integration funding support:** \$234,125.00

**Socio-economic background:** \$13,767.80

**Aboriginal background:** \$5,000.00

#### Summary of progress

##### ***Strong Support and Personalised Learning - Literacy and Numeracy Skills***

##### **HSC Analysis presentations**

All faculty Head Teachers presented an analysis of HSC results at an Executive Meeting attended by the Directors Educational Leadership Wollongong North Principals Network and Camden Principals Network. A SWOT analysis was conducted upon the completion of the presentations where findings included the importance of teacher-student collaboration, the need for effective feedback and ensuring quality assessment practices are evident across the school.

##### **Literacy and Numeracy Support**

A Literacy Coordinator and Numeracy Covid ISLP Tutor role was created to implement the Covid Intensive Support Learning Program. These two teaching positions were allocated a .4 load to run small group tuition with targeted students in Years 7 and 9. Both tutors ran multiple workshops of up to 8 lessons per cycle with each of their small groups. The Literacy Co-ordinator had an additional .6 load as a Learning and Support Teacher to team-teach and support the Stage 5 literacy program.

A Head Teacher Learning and Support role was created to provide expertise for the growing Learning and Support Team, that consisted of one substantive LaST role and an additional full-time LaST to support the increasing number of integration-funded students in Stages 4 and 5, and to meet increasingly complex learning needs of students across the school. The HT LST reviewed systems and processes for making student referrals, developing and monitoring IEPs, uploading data records and completing the NCCD process on Sentral.

The Numeracy Project consisting of 5 teaching staff, engaged in its second year cycle of professional learning to co-construct resources targeting high potential students across four KLAs in Stages 4 and 5 (Years 7 & 9).

##### **Renaissance Reading program**

All Year 7 students participated in the Renaissance Reading program through their English classes. Students were timetabled into the Library for 1 period per cycle to engage with the program. Students were assessed at the beginning of each term to measure reading growth. Furthermore, as students completed the reading of a specific book, they undertook an online multiple-choice quiz to gauge their reading comprehension skills. The data gathered helps inform teaching practices to best cater to students' literacy learning needs.

##### ***Making Every Day Count - Attendance Matters***

##### **Attendance Strategy**

Upon analysing the available data, it was evident that a strategic approach to increasing student attendance was

needed. The Deputy Principals and Head Teacher Wellbeing worked in collaboration with the Home School Liaison Officer (HSLO) to evaluate current practices and procedures pertaining to attendance. The importance of school attendance was communicated to the community using channels such as the school's newsletter, eNews and Facebook. Along with a realignment of the role of the Head Teacher Administration, the appointment of two Attendance Coordinators in 2023 will be fundamental in developing a more systematic approach to improving student attendance.

### 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>NAPLAN growth in Reading cannot be reported due to the suspension of the National Assessment Program in 2020. Internal measures will be used to monitor expected growth.</p>	<ul style="list-style-type: none"> <li>• Year 7 Renaissance Reading Program reports indicate that over 80% of students who completed the program met or exceeded their expected growth, achieving a Scaled Score, Percentile Rank and Reading Age at or above 12 years, and 26% reading at 14 - 16 years of age.</li> <li>• Year 7 NAPLAN Reading results increased from 2021 to 2022 by 5% in the top 2 bands, 11% in the high-middle band, and decreased by 19% in the middle bands.</li> <li>• Year 9 Covid ISLP cohort achieved growth in their Speaking, Listening and Comprehension results in their school-based English assessment task with 11 of the 12 students achieving at or above 50% growth in Reading and Comprehension skills.</li> </ul>
<p>NAPLAN growth in Numeracy cannot be reported due to the suspension of the National Assessment Program in 2020. Internal measures will be used to monitor expected growth.</p>	<ul style="list-style-type: none"> <li>• Check-In Assessment data indicates Year 9 students answered 62.5% of numeracy questions correctly. This is an increase of 5.7% from 2021. Year 8 students answered 58% of questions correctly compared to 54.5% of the State, while Year 7 students answered 58.6% of numeracy questions correctly compared to 50.3% of the State.</li> <li>• Year 7 Numeracy Covid ISLP cohort achieved 'always' and 'sometimes' in their final observation in the focus areas of additive strategies and quantifying numbers.</li> </ul>
<p>Uplift in the proportion of students achieving in the top 2 bands in the HSC to be trending towards the system negotiated lower bound target.</p>	<p>27.15% of students attained HSC results in the top two bands which is an uplift of 3.72% since last year, demonstrating progress toward the lower bound target.</p>
<p>Uplift in the proportion of students achieving in the top 3 bands in the HSC to be trending towards the system negotiated lower bound target.</p>	<p>60% of students attained HSC results in the top three bands demonstrating progress yet to be seen toward the lower bound target.</p>
<p>An uplift in the percentage of students attending greater than 90% of the time to be above the 2021 baseline.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 37.3%, however this figure was significantly affected by cessation of operations due to flooding events, the opening of national and international borders, and ongoing Covid-19 related issues.</p>



## Strategic Direction 2: Teachers as leaders of learning and teaching

### Purpose

#### TEACHER EXPERTISE

To reflect and respond to the ever-changing and complex learning environment. We will do this by utilising flexible, innovative and expert teaching and learning practices, in an environment of engaging 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.

- EVALUATIVE THINKING PROCESSES

### Resources allocated to this strategic direction

**Professional learning:** \$83,400.11

**Socio-economic background:** \$10,000.00

### Summary of progress

#### *Learning and Leading Collaboratively*

##### Teacher Professional Learning

In 2022, Bulli High School staff engaged in targeted collaborative professional learning to develop distributive leadership capabilities through the following programs:

- '3 Rivers 4 Learning' - 2 Senior executives, 4 Head Teachers and 1 Class Teacher. Through their engagement, participants have been able to review current programs and initiate new school projects such as the Multiverse Challenge, Year 7 Enrichment Program, Student Recognition System, and the BYOD Strategic Plan. In 2023, a further 3 Head Teachers and 1 Class Teacher will be engaging in this program.
- Agile School Leadership - 1 Senior Executive and 1 Head Teacher. Both participants and an additional Head Teacher have enrolled into the Progress Collective, a continuation of the Agile School Leadership program.
- Executive & Emerging Leaders Conference - 3 Senior Executives, 12 Head Teachers and 5 Class Teachers/Emerging Leaders. From this 'Learning Together, Leading Together' Conference, Head Teachers and Emerging Leaders led a range of whole-school initiatives and delivered professional learning throughout the series of Staff Meetings and Twilight Sessions in 2022. The targeted Emerging Leaders will continue in their roles as facilitators or leaders of their iterative projects in 2023, such as the 'Deadly Kids Matter' project, 'High Potential Numeracy 2.0 Project', and Student Recognition.
- High Potential & Gifted Education Leadership Team Training & Development - 2 Senior Executives, 3 Head Teachers.
- FastStream Program - Participant, Mentor, Principal. Although the participant was in the first phase of the program, through the collaborative induction and mentoring structures, the participant secured a promotion into an executive position in an Illawarra school in 2022.
- CNI (Curriculum Networks, Illawarra). All teaching and Teacher Support Staff were engaged in the annual region-wide professional learning School Development Day.
- 'Travelling Pedagogies' - Faculty-driven focused School Development Day. All KLA faculties were required to submit a proposal outlining the learning intentions, budget requested and support needed to develop and deliver a whole-day collaborative learning program that was 'immersive', promoting learning and engagement in rich experiences that could be extended to students through revised assessment practices, extra-curricular activities and excursions.

In 2022 the Teacher Professional Learning Review survey indicated and has informed the four priority areas for Collaborative Learning and Teaching in 2023 in the following areas:

- Curriculum Reform - to support the review and implementation of the new 7 - 10 Syllabuses.
- Student and Staff Wellbeing - to deepen understanding of trauma-informed practices.
- Digital Tools & Platforms - to provide more flexible, personalised, innovative and collaborative learning and assessment practices in the real-world and digital classroom environments.
- Connecting to Country - to enhance knowledge and understanding of the values and targets of the Aboriginal Education Policy to improve, embed and inform all areas of curriculum development and teaching practice.

In 2022, teaching and teaching-support staff engaged in the 'Travelling Pedagogies' (faculty-focus) School Development

Day. Respondents to the survey indicated the following:

- 85.2% of respondents found working collaboratively with faculty colleagues to be the most valuable aspect of the Professional Learning.
- 74.1% of respondents were very to highly satisfied with the opportunities for meaningful interactions with colleagues to share best practices, resources, knowledge and experiences.
- 66.7% of respondents were very to highly satisfied with the time for reflection to review and plan.
- 100% of respondents would like for this collaborative teaching and learning model to continue in 2023 and beyond.

**Quality Assessments For, Of, and As Learning**

As indicated in External Validation, quality assessments for, of and as learning remain an area of focus. In 2022, the Executive addressed the consistency of assessment practices across the school to ensure students have a clear understanding of what is required when undertaking summative assessment tasks. Further work on developing this consistency of practice will be undertaken in 2023 with quality assessment being a focus in the Faculty Evaluation process.

**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>All teaching staff engage in professional learning in faculties, as a school, and across the region.</p> <p>All teaching staff are familiar with Microsoft Teams as an online collaboration tool.</p>	<p>All teaching staff engaged in professional learning in faculties, as a school, and across the region as part of Curriculum Networks Illawarra..</p> <p>All teaching staff have access to the the whole school Microsoft Teams BHS Staffroom, with each faculty and team utilising their own channel as a repository of teaching resources, communication and as a tool for collaboration.</p>
<p>Academic reports reflect effective and explicit summative feedback for students.</p>	<p>A new reporting model was introduced and implemented for Years 7 to 10 students with an explicit focus on areas for improvement. Parent feedback was positive and indicated a receptiveness to the new model.</p>





### Purpose

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#### COMMUNITY EMPOWERMENT

To engage students as global citizens who are equipped with the skills to effect positive change. We will do this by recognising student achievement, developing student voice and leadership, and connecting with our community.

### Initiatives

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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.

- EVIDENCE-INFORMED SYSTEMS

### Resources allocated to this strategic direction

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**Student support officer (SSO):** \$96,058.00

**Socio-economic background:** \$60,000.00

**Aboriginal background:** \$25,196.71

### Summary of progress

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#### *Learning Across the Curriculum, With and From the Wider School Community*

##### Aboriginal Students

Meaningful connections with our local Aboriginal community continued to be forged by the Aboriginal Education Coordinator. Our Aboriginal students participated in a range of experiences that strengthened cultural connections, including the Girls' Cultural Group, Connecting to Country and My Future Matters offered by UOW's Woolyungah Indigenous Centre. Personalised Learning Plans (PLPs) were completed for all Aboriginal students. These plans have been uploaded to Sentral so that teachers have access to detailed information about students' personal goals and their preferred learning styles. Three students in the first cohort studying Aboriginal Studies for the HSC in 2022 attained Band 6. The Aboriginal Studies course will be offered to Year 11 students commencing their senior studies in 2023. Further opportunities to build cultural connections will include NAIDOC Week events, morning teas and art workshops led by local Elders.

##### Year 10 Work Studies Elective

For a second year, we offered a Year 10 Work Studies elective that targeted 15 disengaged students. As well as engaging in a curriculum that enhanced employability skills, students accessed external initiatives offered through the Educational Pathways Program. This included an EDGE workshop held in Term 3 and the TAFE Yes+ Program. In 2023, we will expand career pathways and vocational education opportunities provided to Year 10 students as well as seek students' evaluations about their learning.

##### Educational Pathways Program - TAFE YES+

As part of the Educational Pathways Program, 18 Year 10 students participated in TAFE YES+ in Terms 3 and 4. The courses offered included Animal Care, Plumbing, and Early Childhood Education and Care. The program provides students with an opportunity to participate in short TAFE courses across a wide range of industries. In 2023, it is planned to increase the number of Year 10 students participating in TAFE YES+ with a specific focus on those in the Work Studies class. It is also anticipated that targeted students will participate in TAFE YES+ Access courses that address the identified learning needs of students.

##### The Beatles Night

The Beatles Night was initiated by one of our teachers, David Strange. Held in December, the night brought together the wider school community in a celebration of the music of The Beatles. Our musicians and performers consisted of a number of students who were mentored by former Mental As Anything bass player Zoltan Budai and choreographer, Emma Saunders. Over 400 people attended the night with plans to hold a similar event in September 2023.

##### Merit System

Staff feedback indicated a need to re-evaluate the school's merit system so that students' achievements can be

recognised and acknowledged in a timely manner. A teacher team has been formed to determine viable options for administering and implementing a revamped merit system. The team is gathering data to inform potential pathways. It is anticipated a draft detailing the new merit system will be available for staff, student and community feedback in 2023.

## **High Challenge and Enriching Opportunities**

### **High Potential and Gifted Education**

Last year, an evaluation of the Enrichment Program application process was conducted leading to significant changes in 2022. The requirements of the student portfolio were expanded to allow applicants greater opportunities to include a wider range of work samples. The criteria used by teachers to judge the student portfolios were streamlined to ensure consistency of judgement. Students were required to complete three written tasks that addressed creative and critical thinking skills signalling a shift from the imaginative response completed in previous years. The number of applications for the Enrichment Program in 2023 slightly decreased from the previous 2 years. However, there was a marked difference in the quality of the portfolios submitted for consideration. Information disseminated to the Seacliff Community of Schools was also revised to include a detailed explanation of the purpose of the program and its extension into Year 8, 2023. Next year, the application process will be further refined to address gender balance when forming the enrichment classes and in sharing information with parents of potential applicants. Furthermore, a team consisting of the Principal, Deputy Principal, two Head Teachers and a class teacher participated in the Wollongong/ Wollongong North Network's Community of Practice Challenging Learners professional learning. This has allowed for a greater understanding of the needs of High Potential and Gifted students and provided opportunities to identify high-impact strategies that can be embedded within the Enrichment Program. In 2023, it is planned to make additional changes to the Enrichment Program application process including extending the means of communication with our local feeder primary schools and their parent bodies to ensure clarity of message, and offering greater opportunities to promote Bulli High School as the preferred school of choice within the community.

### **Student Voice, Advocacy and Agency**

#### **Student Representative Council (SRC)**

A new SRC Co-ordinator was appointed for 2022 with the aim of strengthening leadership opportunities for students. A planning day was held with SRC representatives to identify social causes that would be supported and to establish a calendar of events for the school year. The SRC was instrumental in organising events including Pride Month Accessory Day and Wear It Purple Day. The Bulli Outdoor Performances, instigated by the School Captain, saw students showcase their musical talents during lunch breaks each Friday for the enjoyment of the school's population. With the election of a new SRC for 2023, it is anticipated the number of leadership opportunities that support student advocacy and agency will continue to grow.

### **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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Soft skills are implemented to link learning across the curriculum and with the real world. Students have growing opportunities to connect with programs focused on career pathways.	The Bulli 5 soft skills of collaboration, citizenship, communication, critical thinking and creativity have been embedded in Years 7 to 10 academic reports. This will be extended to Year 11 and 12 next year.  18 Year 10 students participated in the TAFE YES+ program and 14 Year 10 students were involved in the EDGE workshops. All students provided positive feedback.
A school leadership team is established to inform the implementation of the High Potential and Gifted Education Policy. Processes for the Enrichment program are evaluated and refined.	2 Senior Executives and 3 Head Teachers engaged in the Combined Wollongong North and Wollongong Community of Practice Challenging Learners workshops throughout 2022. This resulted in a thorough evaluation of the Enrichment program which has indicated a need to focus on the four domains of intellectual, social-emotional, creative and physical.
Programs and initiatives focus on explicitly teaching and supporting students wellbeing and sense of belonging across all stages. Experiences are provided for our Aboriginal students to enhance their connection to culture.	The number of Wellbeing Assemblies in 2022 for each Stage amounted to 20 across the year. This was the first year assemblies explicitly addressed and recognised the holistic needs of students.  In the 2022 Tell Them From Me survey, 49% of Aboriginal students reported they felt good about their culture when they are at school. This is an increase from 29% in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$234,125.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• DATA-DRIVEN PRACTICES</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around curriculum adjustments</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 every classroom. Identified students also received literacy and numeracy support, seeing an improvement in skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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 IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$83,767.80</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• DATA-DRIVEN PRACTICES</li> <li>• EVALUATIVE THINKING PROCESSES</li> <li>• EVIDENCE-INFORMED SYSTEMS</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff in differentiation to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support student learning and well-being</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved literacy and numeracy results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage the literacy and numeracy co-ordinator to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will fund two Attendance Coordinators under the supervision of the Head Teacher Administration to identify and lift attendance for students in this equity cohort.</p>
<p>Aboriginal background</p> <p>\$30,196.71</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>Aboriginal background</p> <p>\$30,196.71</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• DATA-DRIVEN PRACTICES</li> <li>• EVIDENCE-INFORMED SYSTEMS</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of an Aboriginal Education Coordinator to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 49% of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> delivering differentiated and personalised literacy and numeracy support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$9,485.50</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• DATA-DRIVEN PRACTICES</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design lessons that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$192,003.88</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• DATA-DRIVEN PRACTICES</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support</p>

<p>Low level adjustment for disability</p> <p>\$192,003.88</p>	<p>referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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.</p>
<p>Professional learning</p> <p>\$83,400.11</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bulli High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• EVALUATIVE THINKING PROCESSES</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a Site Manager to remove the administrative burden from the Senior Executive</li> <li>• creating opportunities for staff to collaborate in professional learning including 3 Rivers 4 Learning and Curriculum Networks Illawarra.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective teaching practices, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning.</p>
<p>COVID ILSP</p> <p>\$98,235.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of two teachers as Literacy and Numeracy Coordinators to coordinate the program, deliver small group tuition and support the monitoring of COVID ILSP funding</li> <li>• releasing staff to analyse school and student data to identify Stage 4 students for small group tuition</li> <li>• providing professional learning for COVID educators development of resources and planning of small group tuition</li> <li>• providing intensive small group tuition for identified Stage 4 students in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals .</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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 and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bulli High School</p>

Student support officer (SSO)

\$96,058.00

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

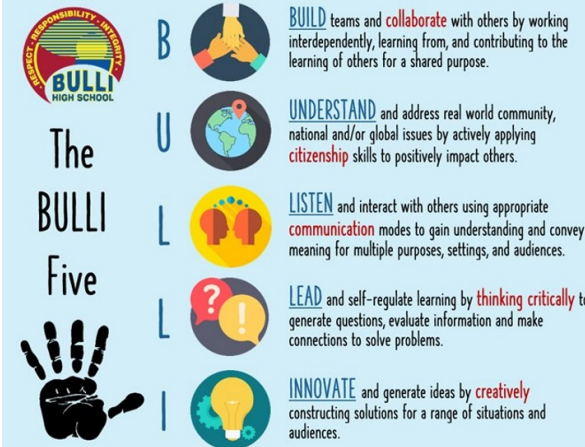
- EVIDENCE-INFORMED SYSTEMS

**Overview of activities partially or fully funded with this Staffing - Other funding include:**






- staffing release for case conferences and developing intervention strategies
- targeted wellbeing programs in conjunction with external providers aimed at students thought to be at risk

**The allocation of this funding has resulted in the following impact:** a substantial increase in student engagement and increased rates of attendance in the targeted group.

**After evaluation, the next steps to support our students will be:** providing support to teachers to mentor 'at risk' students.



**The BULLI Five**

- B**  **BUILD** teams and **collaborate** with others by working interdependently, learning from, and contributing to the learning of others for a shared purpose.
- U**  **UNDERSTAND** and address real world community, national and/or global issues by actively applying **citizenship** skills to positively impact others.
- L**  **LISTEN** and interact with others using appropriate **communication** modes to gain understanding and convey meaning for multiple purposes, settings, and audiences.
- L**  **LEAD** and self-regulate learning by **thinking critically** to generate questions, evaluate information and make connections to solve problems.
- I**  **INNOVATE** and generate ideas by **creatively** constructing solutions for a range of situations and audiences.



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	506	510	511	546
Girls	414	416	443	465

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.6	94.8	89.4	86.6
8	89.7	92.8	88.7	80.9
9	88.2	91.5	84.6	82.9
10	85.9	91.4	87.0	80.7
11	89.7	92.4	86.5	81.5
12	88.0	91.2	86.3	85.2
All Years	89.3	92.4	87.1	83.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	1
Employment	3	29	18
TAFE entry	1	1	11
University Entry	N/A	0	64
Other	2	1	6
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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15.70% of Year 12 students at Bulli High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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All Year 12 students at Bulli High School expected to complete Year 12 in 2022 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)	53.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.17
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	1,053,058
<b>Revenue</b>	12,760,390
Appropriation	12,100,531
Sale of Goods and Services	26,458
Grants and contributions	622,209
Investment income	8,361
Other revenue	2,831
<b>Expenses</b>	-12,368,040
Employee related	-11,296,038
Operating expenses	-1,072,002
<b>Surplus / deficit for the year</b>	392,349
<b>Closing Balance</b>	1,445,407

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	234,125
<b>Equity Total</b>	315,454
Equity - Aboriginal	30,197
Equity - Socio-economic	83,768
Equity - Language	9,486
Equity - Disability	192,004
<b>Base Total</b>	10,538,506
Base - Per Capita	246,322
Base - Location	0
Base - Other	10,292,184
<b>Other Total</b>	621,938
<b>Grand Total</b>	11,710,023

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.

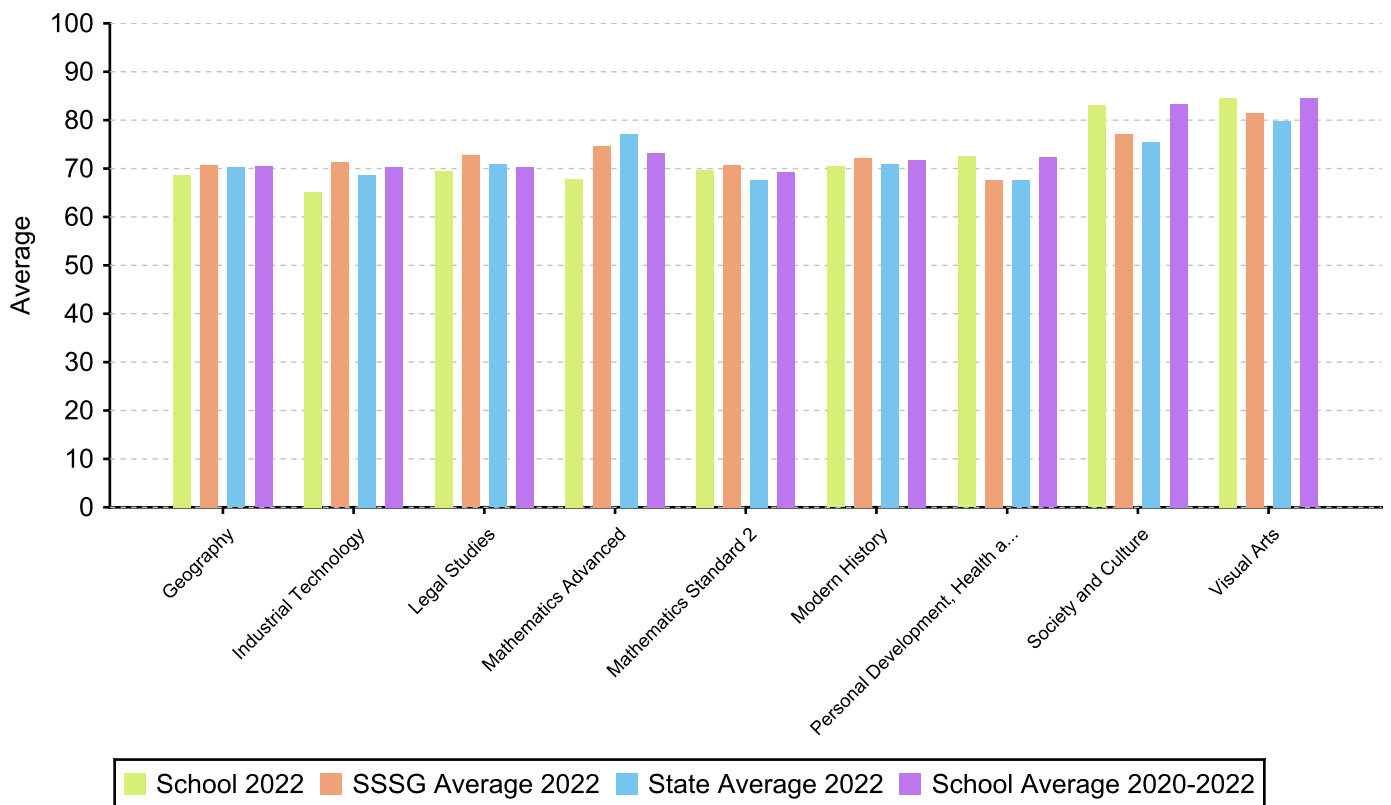
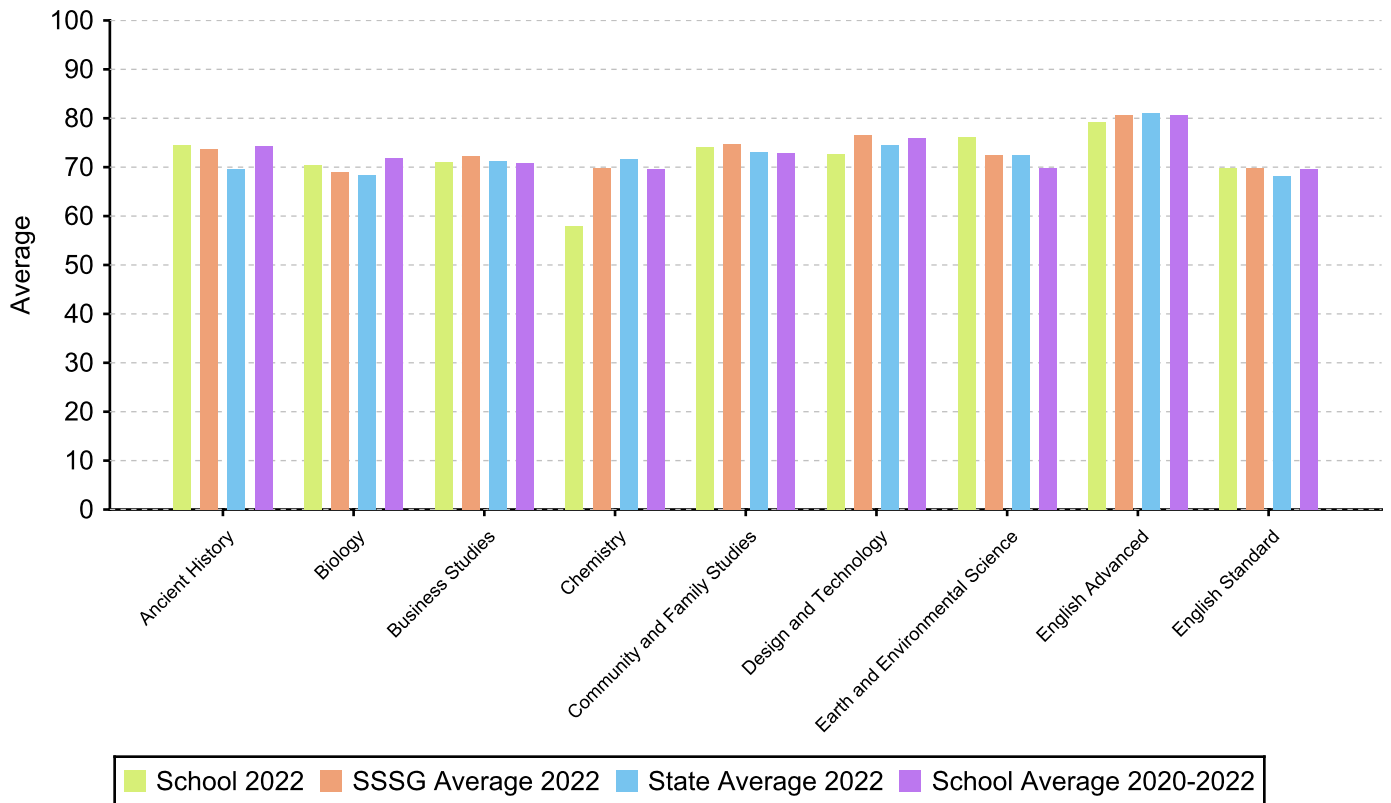
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



# 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 2022	SSSG	State	School Average 2020-2022
Ancient History	74.5	73.6	69.6	74.3
Biology	70.5	69.0	68.5	71.8
Business Studies	71.1	72.3	71.2	70.8
Chemistry	57.9	69.8	71.7	69.6
Community and Family Studies	74.1	74.8	73.2	72.9
Design and Technology	72.7	76.5	74.6	75.9
Earth and Environmental Science	76.1	72.5	72.5	69.9
English Advanced	79.2	80.6	81.0	80.7
English Standard	69.8	69.8	68.1	69.6
Geography	68.7	70.7	70.2	70.4
Industrial Technology	65.2	71.3	68.6	70.3
Legal Studies	69.5	72.7	70.8	70.3
Mathematics Advanced	67.9	74.7	77.1	73.2
Mathematics Standard 2	69.7	70.8	67.6	69.2
Modern History	70.4	72.2	70.9	71.7
Personal Development, Health and Physical Education	72.5	67.7	67.5	72.3
Society and Culture	83.0	77.1	75.5	83.4
Visual Arts	84.6	81.4	79.8	84.4



# Parent/caregiver, student, teacher satisfaction

## Student Feedback

In Term 4, 2022, 316 students from Years 7 -12 completed the Tell Them From Me Survey. The results included:

- 76% of students reported they have formed positive relationships at school.
- 5.6 mean indicated they have someone at school who consistently provides encouragement and advice.
- 5.6 mean feel their teachers are responsive to their needs and encourage independence. This is on a par with state.
- 5.6 mean believe a positive learning environment exists at Bulli High School.
- 6.7 mean reported that staff emphasise academic skills and had high expectations for all students to achieve success.
- 5.9 mean report they have someone at home or within the community who consistently provides encouragement. This is in comparison to 4.6 state mean.

In 2022, 87 Year 12 students completed an exit survey that captured their thoughts about their secondary schooling at Bulli HS. From this survey:

- 86% of students believed that their teachers held high expectations of them.
- 76% of students indicated the work they had completed in class challenged them.
- 72% of students were happy with the work they had completed in class. 78% of students stated they had tried their best in their classes.
- 77% of students felt safe at school.
- 76% of students reported their teachers had treated them fairly.
- 79% of students indicated their teachers had provided feedback about how to achieve good marks.
- 70% of students said they had aimed to achieve their best.
- 71% of students reported they had been satisfied with the standard of teaching at school.

## Teacher Feedback

10% of staff completed the 2022 People Matters Employee Survey (PMES).

The survey found the following strengths of 2022 to maintain and celebrate:

- 100% of staff reported that people in their workgroup treat each other with respect, an increase of 11.1ppts.
- 100% of staff said that their workgroup considers customer needs when planning their work. an increase of 11.1ppts.
- 100% of staff stated that their manager encourages and values their input which was an increase of 26.3ppts since 2020.
- 90.9% of staff feel that their job gives them opportunities to use a variety of skills.
- 90.9% of staff feel comfortable notifying their manager if they become aware of any risks at work.
- 90.9% of staff reported that their workgroup works collaboratively to achieve its goals.
- 63.6% of staff reported that they have received the training and development they need to do their job well which is an increase of 16.6ppts.
- 90% indicated that senior managers communicate the importance of customers in their work with an increase of 28.9ppts since 2020.

## Parent/caregiver Satisfaction

There was a considerable increase in the attendance of parents /caregivers at various events held at the school throughout 2022, illustrating their level of positive engagement. This included events such as Expo Night, Parent/Teacher Evenings and Presentation Night.

The school also worked with the P&C to initiate regular parent seminars on various topics based on parent/caregiver feedback. Two of these were held each term with an average of 50 to 70 parents attending each one.

The level of engagement on our Facebook page also increased in 2022. We received many positive comments and emails regarding our students and teachers.

We will aim to capture this data more formally through TTFM surveys in 2023.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

