

2023 Annual Report

Bulli High School



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Introduction

The Annual Report for 2023 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.

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Message from the principal

It is my privilege to report on the achievements of Bulli High School in 2023. 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, the community and our Seacliff Community of Schools.

2023 saw another very successful year as we continued our tradition of outstanding academic success. Congratulations to Lani Taylor who achieved an ATAR of 99. Twelve of our students were recognised as Distinguished Achievers in the Higher School Certificate. Distinguished Achievers are students who achieved a result in the highest band which is equivalent to an HSC score of 90% or more. Between them, they received 24 Band 6 results in 11 courses. Our students also achieved 100 Band 5 results which is a mark of 80-89%. 7 courses were above the state average: Ancient History, Business Services, Construction, Earth and Environmental Science, English Studies, Industrial Technology and Visual Arts. We extend our appreciation and thanks to our 2023 Student Representative Council Year 12 Leadership Team: Lani Taylor and Rose Yousiph (Captains), Wade Bissett and Matthew Salm (Vice Captains), and Gus Battestini and Finlay Beard (Senior Executives). Thank you especially to Ms Leanne Hicks who expertly guided and mentored the Year 12 class of 2023. We welcome Mrs Jennifer Wilkinson and Mr Mitchell Tighe who are the year advisers for Year 7 in 2023. Mr Kane van Elstrand and Ms Bethany Quinn will work with Year 6 in 2024 in preparation for Year 7 in 2025.

Bulli High School participated in an external validation process in 2021 which was an opportunity for reflection and review. We continue to strive for excellence as we implement our 2022-2027 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 2023 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, Maree Simpson, Dorothy Haley and Jen Norbury (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 throughout 2024.

Bulli High School is a great place to learn, for both students and staff. In 2024 we are focused on the themes of collaboration, consistency and check-in to ensure we are achieving the best outcomes for our students. 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 2024 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	2023 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 growth and performance	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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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

Socio-economic background
Integration funding support
English language proficiency
Low level adjustment for disability

Summary of progress

The report highlights significant achievement in student engagement and attainment through data-driven practices and targeted initiatives.

The school saw consistent growth in check-in assessment scores for Reading and Numeracy across Year 7 and Year 9 cohorts. Collaborative efforts, small-group tuition, and wrap-around support contributed to this success, with plans to leverage data analysis for further improvement.

Activity 2 focused on enhancing reading comprehension, resulting in increased engagement and achievement for Year 7 students. The Reading Renaissance Program, supported by gamification tools and collaborative teaching practices, facilitated consistent improvements in reading skills.

Moreover, Activity 3 led to a 6.4% uplift in HSC course results, driven by collaborative analysis, professional learning, and targeted teaching strategies. While funding limitations posed challenges, plans for cross-curricular collaboration aim to sustain and enhance student outcomes.

Finally, Activity 4 focused on improving attendance, achieving a 10.2% increase in students attending school over 90% of the time. The 'Every Day Counts' team's efforts, including targeted support and improved communication, played a crucial role in this success, with plans to expand and refine strategies for ongoing improvement.

Overall, these activities underscore the school's commitment to data-informed practices, collaborative teaching, and holistic student support, leading to notable achievements in student engagement and attainment.

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
An increase in check-in assessment mean scaled score in year 7 and year 9 for 2023 compared with year 7 and year 9 in 2022.	Cohort Numeracy Check-in Assessment data: Yr 9 2022 = 62.5% (State = 53.5%) / 2023 = 58.1% (State = 54.6%) Yr 7 2022 = 58.6% (State = 50.3%) / 2023 = 63.4% (State = 58.4%) The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 1.5%.
All students are able to demonstrate	Data from the Renaissance Reading Program indicates the percentage of

<p>growth and achievement in reading comprehension over the year using data from the Renaissance Reading program.</p>	<p>Year 7 students achieving growth in reading comprehension has increased, where all students are engaged in reading literary texts at their reading level or higher, and over 80% are consistently achieving 85% or higher in the reading comprehension quizzes.</p>
<p>A 6.4% uplift of HSC course results in the top 2 bands.</p>	<p>27.42% of students attained results in the top two bands demonstrating progress toward the lower bound target.</p>
<p>The attendance rate for the school is increased from 86% in 2023 to 90% or above by 2027.</p>	<p>The number of students attending greater than 90% or more of the time is 54.42% indicating progress toward the lower bound target.</p>



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

Summary of progress

The report outlines the initiative undertaken by the school in line with its four-year Strategic Improvement Plan to reflect and respond to the evolving educational landscape, aiming for optimal outcomes through flexible, innovative, and expert teaching practices.

Under the banner of teacher expertise, the school focused on evaluative thinking processes and professional learning opportunities.

The evaluative thinking process involved the development of a faculty evaluation system aimed at enhancing school-wide assessment practices. The process included interviews, observations, and data reviews to identify areas for improvement, emphasising collaboration and collective improvement rather than individual critique. Casual relief funds supported teacher participation, while clear guidelines addressed concerns about individual practice scrutiny. The impact was evident in the reinforcement of collaborative programming and sharing of best practices, with plans to refine and prioritise the evaluation process in the coming year.

Professional learning initiatives ensured teachers had access to resources and opportunities to engage with curriculum reforms effectively. Release time, workshops, and targeted sessions facilitated engagement, with clear priorities and communication enabling equitable opportunities. However, challenges arose from changes in timelines and resource availability, particularly affecting non-priority subject areas.

Looking ahead, the focus will be on refining feedback processes, embedding quality teaching practices, and ensuring equitable access to professional development opportunities across all subject areas.

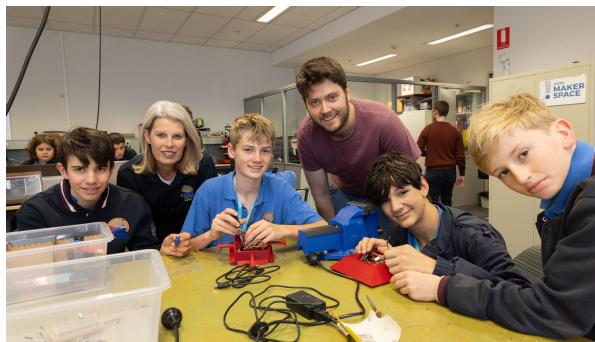
Progress towards achieving improvement measures

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
The school uses a faculty evaluation process to focus on effective, consistent school-wide assessment practices.	A school-wide process was developed to evaluate and provide feedback to faculties, regarding teaching practice with a focus on one of three areas: Learning Culture, Curriculum Learning, and Assessment and Reporting. The impact of this evaluation process has been to reinforce the need for teachers to work collaboratively and collegially when programming. The sharing of best practice has also been pivotal in building teaching capacity across the school.
Professional learning is collaborative, evidence-informed, and focused on the curriculum reform.	Professional learning was prioritised for all teaching staff in all faculty areas across the school, to engage in preparation for the implementation of the New Curriculum. Teachers also engaged in the Curriculum Network (Illawarra) School Development Day workshops, Bulli High School's

Staff are provided with opportunities to engage with professional learning that best meets their needs.

'Travelling Pedagogies' School Development Day and a Twilight Session that were faculty-led and curriculum focused. A collaborative approach to developing knowledge, skills and confidence in programs, resources and assessments required to deliver the new syllabus in 2024 was supported by head teachers accessing a range of resources to lead staff and support them at each stage of their professional learning needs.



Purpose

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

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

Student Support Officer
Socio-economic background
Aboriginal background

Summary of progress

The report outlines the implementation and progress of activities undertaken by the school to realise its strategic improvement plan and achieve system-negotiated and school-determined targets. Under the overarching purpose of community empowerment, the initiative aimed to engage students as global citizens equipped with skills to effect positive change.

The activities encompassed evidence-informed systems, alternative educational pathways, enrichment curriculum, and a merit system. Each activity had specific annual progress measures and goals, such as increasing the proportion of Aboriginal students attaining the HSC while maintaining cultural identity, providing opportunities for students to pursue alternative pathways, monitoring and deepening student engagement through enrichment programs, and establishing a wellbeing framework across the school.

Throughout the report, successes and challenges were highlighted. Collaborative efforts involving teachers, students, parents, and community members were emphasised as key enablers of progress. Despite initial inconsistencies, initiatives demonstrated success and sustainability through holistic approaches and continuous improvement efforts.

Looking ahead to 2024, the focus will be on refining processes, ensuring consistency, and enhancing communication with parents and student leadership teams to further promote a positive school spirit and culture.

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
Increase in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	In 2023, there was a decrease by 4% of students and this represents a smaller cohort of Aboriginal students enrolled in Year 12 compared to 2022. A strong school focus was to increase the percentage of Aboriginal students attaining the HSC whilst developing a deeper sense of pride and connection to their cultural identity and heritage.
Students are supported and provided with opportunities to pursue alternative educational pathways at key stages of schooling, working with a range of external providers and community experts.	Students were supported to make strategic and effective choices in their own educational pathways, to incorporate a wider range of opportunities to re-engage, connect, be challenged and extend their learning outcomes beyond the school and establish positive relationships within the community of schools, regional tertiary education networks, professional practitioners, experts and leading organisations in areas that were driven by student voice and points of interest. The Discoveries & Pathways Days focused on building the capacity and

<p>Students are supported and provided with opportunities to pursue alternative educational pathways at key stages of schooling, working with a range of external providers and community experts.</p>	<p>motivation of students through the direct links and interactions with community leaders and experts. A key example of the success of these targeted programs was the 'Women in Trade' Day. The student survey resulted in 100% satisfaction in the event and organisation, 80% stated they would now consider a trade for work experience and full time employment post-school, and half of the Year 10 students chose to enrol into a TAFE course for Year 11.</p> <p>The focus on student engagement with industry leaders and experiences has led to an increase in the uptake of the school-based Apprenticeship and Yes+ programs in Stages 5 and 6.</p> <p>Another highly impactful initiative, and one that has focused on meeting the needs of our high potential and gifted learning outcomes, has been the continuation of the Multiverse program. In 2023, the program expanded to incorporate a more diverse program of events which served to strengthen the school's relationships and ties within the wider community.</p>
<p>Processes for the Enrichment program are monitored to ensure students are engaged and challenged.</p>	<p>A range of monitoring processes in order to expand and deepen student engagement through high challenge learning environments included collaborative approaches to the design and implementation of quality teaching programs and assessments, and recognition of progress and achievement aligned with whole school systems and practices and reporting on student achievement in each of the high potential and gifted learning domains: creative, intellectual, physical and social-emotional.</p> <p>A cross-curricular team developed student and staff surveys to identify the gaps and learning needs of both staff and students with the revision of the enrichment enrolment processes to ensure that each domain was clearly identified in the application process for students seeking placement in enrichment classes. Additionally, the portfolio of student work and interview stages also incorporated opportunities for students to showcase and demonstrate their interests and levels of engagement and skills in a range of domains.</p> <p>Revised school practices led to the significant change made to the STEM and Art Enrichment classes to become combined into two STEAM classes for Stage 4, allowing for an authentic enrichment of the whole student learning process and monitoring of their achievement of outcomes.</p>
<p>An evidence-informed wellbeing framework is established across the school, where students, staff and parents recognise their roles and responsibilities.</p>	<p>Systems and processes were developed to support and promote authentic engagement of student voice and advocacy to drive changes and a positive school culture and spirit among the student body, staff and community.</p> <p>This included changes in student leadership roles throughout the year, a significant increase in student-led focus on wellbeing programs and a range of social justice and awareness raising campaigns. The senior leadership team also tabled a number of proposals and survey and research data to support strong cases for changes to practise and processes in various aspects of culture-building across the school.</p> <p>Increased student engagement, advocacy and voice to build a more cohesive and positive school spirit and culture has been the commitment of teachers and students. As such, both parents and students have provided overwhelmingly positive responses to these processes, reinforcing the success of the review process that allowed for students, staff and parents to be involved in driving these key changes to promote and enhance a positive school spirit and culture.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$336,232.00</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"> • DATA-DRIVEN PRACTICES <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • staffing release to build teacher capacity around curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly 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 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$87,208.29</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"> • DATA-DRIVEN PRACTICES • EVIDENCE-INFORMED SYSTEMS <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in differentiation to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: improved literacy and numeracy results.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage Learning and Support Teachers and SLSO's to support our trajectory towards achieving targets. We will also continue to 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>\$38,945.88</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>Aboriginal background</p> <p>\$38,945.88</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"> • EVIDENCE-INFORMED SYSTEMS <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 deliver personalised support for Aboriginal students • 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 the following impact: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 61% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: delivering differentiated and personalised literacy and numeracy support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$13,772.36</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> <ul style="list-style-type: none"> • DATA-DRIVEN PRACTICES <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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: 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 will be: 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>\$294,383.41</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"> • DATA-DRIVEN PRACTICES <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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>Low level adjustment for disability</p> <p>\$294,383.41</p>	<p>The allocation of this funding has resulted in the following impact: 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 referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students 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.</p>
<p>Professional learning</p> <p>\$92,480.98</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>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"> • EVALUATIVE THINKING PROCESSES <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • engaging a Site Manager to remove the administrative burden from the Senior Executive <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to plan for the new curriculum and embed effective teaching practices, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised, collaborative and targeted professional learning with a focus on the curriculum reform and assessment practices.</p>
<p>COVID ILSP</p> <p>\$34,047.56</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 2023.</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 • releasing staff to analyse school and student data to identify Stage 4 students for small group tuition groups and monitor their progress • providing targeted, explicit instruction for Stage 4 student groups in literacy and numeracy • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning</p>

<p>COVID ILSP</p> <p>\$34,047.56</p>	<p>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</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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> <ul style="list-style-type: none"> • EVIDENCE-INFORMED SYSTEMS <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. <p>The allocation of this funding has resulted in the following impact: a substantial increase in student engagement, pro-social behaviours and increased rates of attendance in the targeted group.</p> <p>After evaluation, the next steps to support our students will be: to create a more defined wellbeing team structure, as well as providing support and professional training to teachers in trauma-informed practices.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	510	511	546	561
Girls	416	443	465	471

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.8	89.4	86.6	90.3
8	92.8	88.7	80.9	86.7
9	91.5	84.6	82.9	82.0
10	91.4	87.0	80.7	86.4
11	92.4	86.5	81.5	86.1
12	91.2	86.3	85.2	87.3
All Years	92.4	87.1	83.0	86.4
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	4
Employment	6	10	25
TAFE entry	3	1	12
University Entry	0	0	52
Other	0	0	2
Unknown	0	1	5

Year 12 students undertaking vocational or trade training

28.18% of Year 12 students at Bulli High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students at Bulli High School expected to complete Year 12 in 2023 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)	55.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.57
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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,131,505.18
Revenue	13,859,465.62
Appropriation	13,022,221.31
Sale of Goods and Services	39,731.04
Grants and contributions	755,634.00
Investment income	28,290.71
Other revenue	13,588.56
Expenses	-13,625,639.20
Employee related	-12,494,750.56
Operating expenses	-1,130,888.64
Surplus / deficit for the year	233,826.42
Closing Balance	1,365,331.60

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.

	2023 SBAR Adjustments (\$)
Targeted Total	319,470
Equity Total	434,310
Equity - Aboriginal	38,946
Equity - Socio-economic	87,208
Equity - Language	13,772
Equity - Disability	294,383
Base Total	11,161,481
Base - Per Capita	268,666
Base - Location	0
Base - Other	10,892,815
Other Total	655,727
Grand Total	12,570,987

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

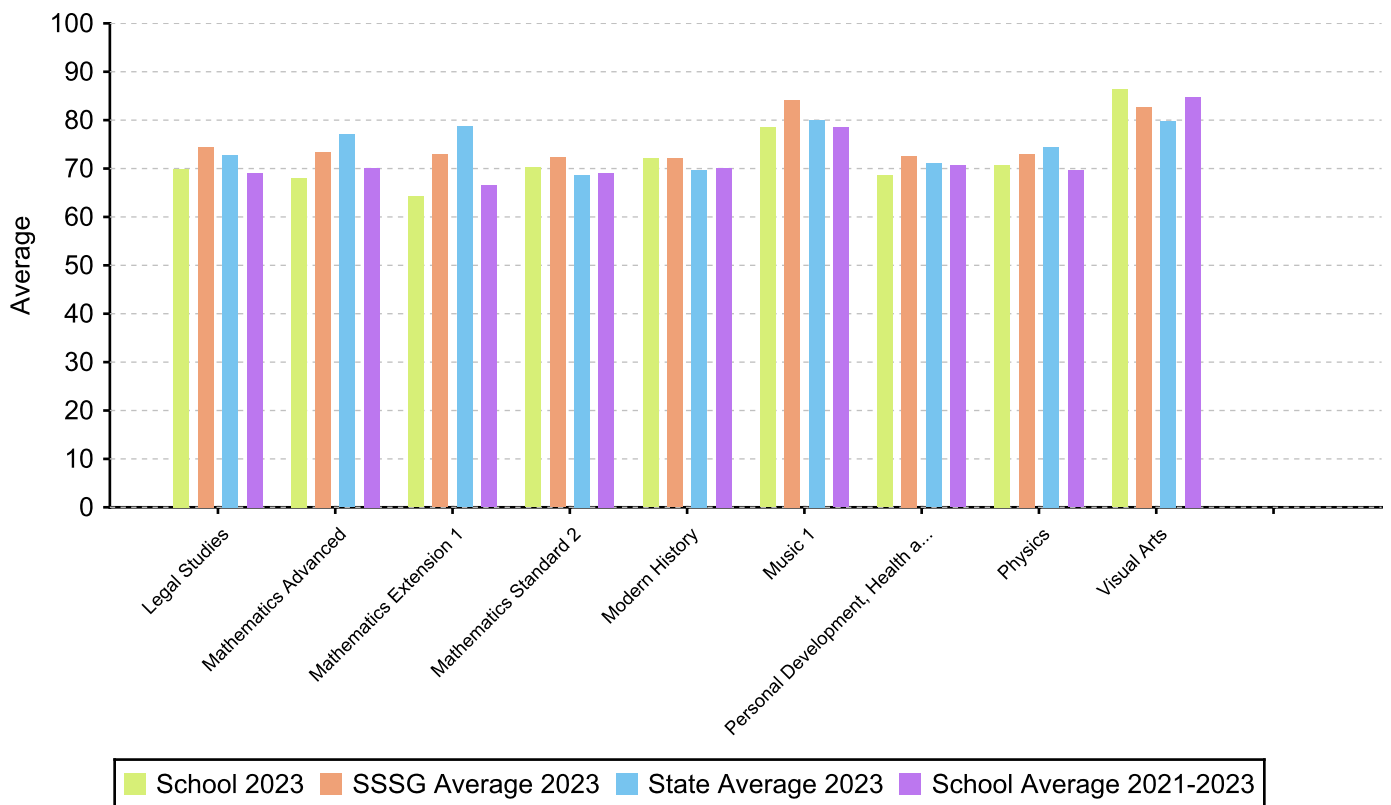
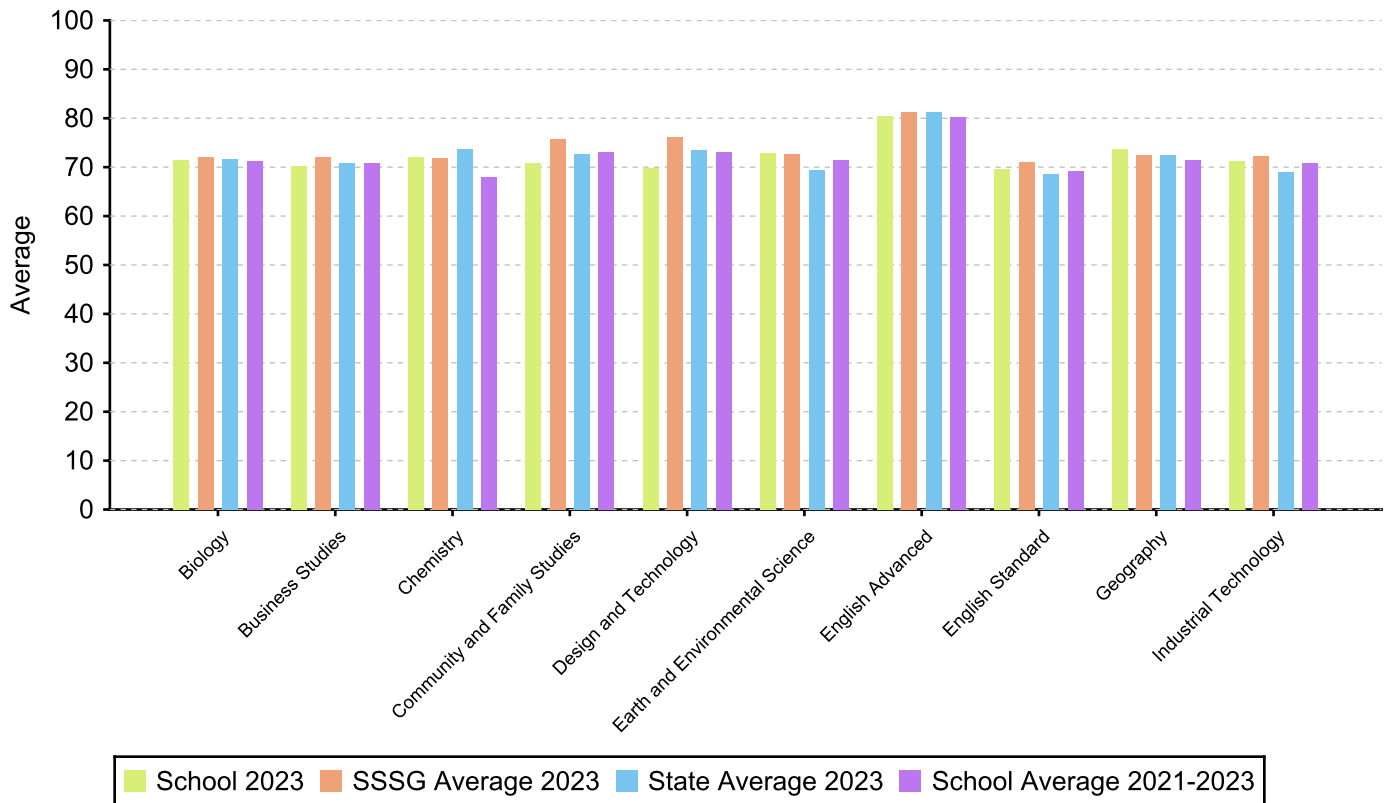
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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 2023	SSSG	State	School Average 2021-2023
Biology	71.4	72.1	71.8	71.2
Business Studies	70.3	72.1	70.9	70.8
Chemistry	72.0	71.9	73.7	68.0
Community and Family Studies	70.8	75.8	72.7	73.1
Design and Technology	69.9	76.1	73.6	73.1
Earth and Environmental Science	72.8	72.8	69.4	71.5
English Advanced	80.5	81.3	81.2	80.2
English Standard	69.6	71.1	68.5	69.3
Geography	73.7	72.4	72.5	71.5
Industrial Technology	71.3	72.2	69.1	70.8
Legal Studies	69.9	74.5	72.9	69.0
Mathematics Advanced	68.1	73.4	77.0	70.1
Mathematics Extension 1	64.2	72.9	78.7	66.5
Mathematics Standard 2	70.2	72.3	68.7	69.1
Modern History	72.1	72.1	69.6	70.1
Music 1	78.5	84.1	80.0	78.4
Personal Development, Health and Physical Education	68.6	72.6	71.0	70.6
Physics	70.7	73.0	74.4	69.6
Visual Arts	86.3	82.7	79.8	84.7



Student Feedback

530 students in Years 7 - 12 completed the Tell Them From Me (TTFM) Survey in June, 2023 which was an increase from the previous year.

The survey found the following areas of strength:

- *Student participation in school sports:* 52% of students participate in sports with an instructor at school, other than in a PDHPE class. This is a slight increase on the 2022 result.
- *Students with a positive sense of belonging:* 63% of students feel accepted and valued by their peers and by others at the school compared to 54% in 2022.
- *Students with positive relationships:* 79% of students have friends at school they can trust and who encourage them to make positive choices. This is above the NSW Government Norm and a 3% increase on the 2022 TTFM result.
- *Students with positive behaviour at school:* 89% of students do not get into trouble at school for disruptive or inappropriate behaviour compared to 87% of the NSW Government Norm.
- *Effort:* 51% of students try hard to succeed in their learning, an increase from 47% in 2022.
- *Effective learning time:* In 2023, the school mean of 6.4 was higher than NSW Government Norm and the 2022 school mean when considering the teaching of important concepts, the efficient use of class time, and homework and evaluations supporting class objectives.
- *Explicit teaching practices and feedback:* The school mean of 6.0 in 2023 was an increase from 5.8 school mean in 2022. Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- *Advocacy at school:* The school mean of 5.7 was a slight increase from 2022 with students feeling they have someone at the school who consistently provides encouragement and can be turned to for advice.
- *Positive teacher-student relations:* The school mean of 5.8 is higher than the NSW Government Norm and an increase of 0.2 in the 2022 school mean. Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 61% of Aboriginal students feel good about their culture when they are at school, an increase of 12% from the previous year.

The following opportunities to focus on in 2024 are:

- Students' sense of school pride
- Explicit teaching practices and feedback with an emphasis on learning intentions and success criteria in every lesson

Teacher Feedback

16% of staff completed the 2023 People Matters Employee Survey (PMES) which was an increase since the previous year.

The survey found the following strengths of 2023 to maintain and celebrate:

- *Employee voice:* 94% of staff reported that their manager involves their workgroup in decisions about their work, an increase of 21ppts. 88% also said that their manager encourages and values employee input, with 93% indicating they feel comfortable giving their manager feedback.
- *Inclusion and diversity:* 88% of staff said that people in their workgroup treat each other with respect.
- *Customer Service:* 94% of staff reported that their workgroup considers customer needs when planning their work.
- *Ethics and values:* 94% feel they would know how to report unethical behaviour if they became aware of it.
- *Risk and innovation:* 88% of staff indicated they are comfortable notifying their manager if they become aware of any risks at work.
- *Job purpose and direction:* 82% of staff said their manager communicates how their role contributes to the organisation's purpose.
- *Teamwork and collaboration:* 82% of staff feel their workgroup works collaboratively to achieve its goals.
- *Recognition:* 82% of staff said their manager provides recognition for the work they do.
- *Performance management process:* 100% of staff have a performance and development plan that sets out their individual goals, with 94% having informal feedback conversations with their manager and 88% having scheduled feedback conversations with their manager.
- *Decision making and accountability:* 82% of staff have confidence in the decisions of their manager.
- *Communication and change management:* 88% of staff indicated that their manager communicates effectively with them, with 93% reporting that their manager listens to what they have to say.

The following opportunities to focus on in 2024 are:

- Staff wellbeing
- Staff support in terms of technology tools, and training and development

Parent/caregiver Satisfaction

There was a continued increase in the attendance of parents /caregivers at various events held at the school throughout 2023, illustrating their level of positive engagement. This included events such as Expo Night, Parent/Teacher Evenings, Presentation Night, the HSC Visual Arts Exhibition and 80's Night.

The school also worked with the P&C to initiate regular parent seminars on various topics based on parent/caregiver feedback.

The level of engagement on our Facebook page also increased in 2023. We received many positive interactions, comments and emails regarding our students and teachers.

We will aim to capture this data more formally in 2024 through surveys and feedback forms as we also focus on building the involvement in our P&C.



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.

