**Principal's message**

Bulli High School is a medium sized comprehensive high school situated in the northern Illawarra region. The school enjoys community support for its academic, cultural and sporting programs. The school works closely with its nine feeder schools to develop continuity of educational programs from k-12.

2008 was a successful academic year for our students and a dynamic year for school development. Our Technology in the Classroom initiatives moved along at a rapid pace. New kitchen refurbishments and the start of our science lab refurbishments kicked off a surge in current building programs. This will continue in 2009 with completion of our labs, construction of our new gymnasium and electrical substation as well as several long awaited maintenance projects.

2008 marked a significant year for the school staff with the retirements of three long serving members of staff, Mrs Heffernan, Mr Thommeny and Mrs Bennet. They leave behind a great legacy of contribution to the school community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Bruce Sander

**P&C and/or School Council message**

2008 saw another successful year for our P&C. Regular attendance at P&C continued to be healthy with active involvement by many parents.

Construction was completed of the covered walkways – a longer process than originally anticipated.

Money raised last year saw a variety of projects funded. As usual we endeavour to benefit as many students as possible for every dollar raised. The P&C was able to donate funding to the school in excess of $28,000 for programs, including peer support training and anti-bullying initiatives, student toilet maintenance, library and staff common room furnishings, etc.

We are planning a major fund raiser in 2009 and look forward to the support of the students and families of Bulli High to raise funds to benefit our school community.

The school Environment Committee had a quiet time due to the amount of construction work being undertaken this year. However, plans are being developed to improve the aesthetics and landscape around the school grounds in 2009. We hope for a productive 2009 working with the students and staff in the Green Team.

Once again our meetings were well attended throughout the year with good debate and discussion on a variety of topics.

Brianna Smith
P&C President

**Student representative's message**

The Student Representative Council at Bulli high has continued to maintain its high standard of leadership throughout 2008 with ongoing fund raising campaigns and representation both inside and outside the school. Through regular committee meetings and peer-to-representative communication, the SRC will strive to uphold the reputation of Bulli High School for years to come.

Daniel Joyce, School Captain 2009

Student musical performance of the highest standard is a hallmark of Bulli High School.
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Bulli High School serves a stable and well established local community. Enrolment trends have been steady with recent small increases.

The school draws year 7 students principally from 9 public primary schools including Austinmer PS, Bulli PS, Coledale PS, Helensburgh PS, Russell Vale PS, Scarborough PS, Stanwell Park PS, Thirroul PS and Waniora PS. Small numbers of other students are enrolled according to out of area enrolment guidelines.

Student attendance profile

Student attendance is a critical factor in achieving good learning outcomes. As the following tables demonstrate, the school continues to exceed state and regional averages for junior attendance and was able to achieve a very significant improvement in senior attendance thanks to increased monitoring and communication practices.

Retention to Year 12

Students who complete the HSC enjoy a distinct advantage in the job market. As the following table demonstrates the school continues to lead the way in fostering a culture of “Staying On” after year 10. It is an obvious goal to increase this “retention” percentage even further in the future.

Post-school destinations

Information provided to the school regarding post-school outcomes for year 12 students in 2008 indicates:

<table>
<thead>
<tr>
<th>Destination</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY</td>
<td>42</td>
</tr>
<tr>
<td>TAFE – ILLAWARRA CAMPUS</td>
<td>1</td>
</tr>
<tr>
<td>OTHER TERTIARY</td>
<td>4</td>
</tr>
<tr>
<td>WORK</td>
<td>29</td>
</tr>
<tr>
<td>TRAVEL O/S</td>
<td>1</td>
</tr>
<tr>
<td>SEEKING EMPLOYMENT</td>
<td>1</td>
</tr>
<tr>
<td>HSC PATHWAYS</td>
<td>1</td>
</tr>
<tr>
<td>RELIGION</td>
<td>1</td>
</tr>
<tr>
<td>PARENTING</td>
<td>1</td>
</tr>
<tr>
<td>DEFENCE FORCES</td>
<td>2</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>5</td>
</tr>
</tbody>
</table>
‘Johnno’ Watts and year 12 celebrate their HSC achievement prior to the year 12 formal.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment
Bulli High School teaching staff represent an excellent balance of experienced and less experienced teachers that is almost unique and very desirable for schools.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>43</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
</tr>
</tbody>
</table>

Staff retention
Bulli High School is fortunate to have a very loyal and stable staff cohort reflecting satisfaction with their role in the school and community. The end of the year did mark the retirement of our school librarian, Kerrie Bennett and the departure of Ms Abbott and Mr Brady from her temporary positions in visual arts and music. We wish all of these teachers well and extend the thanks of students and the community for their contribution to Bulli High School.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.6%. This compares favourably to other schools in the state and region although direct comparison statistics are not available.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>564,358.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>429,910.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>144,886.17</td>
</tr>
<tr>
<td>School and community sources</td>
<td>386,127.37</td>
</tr>
<tr>
<td>Interest</td>
<td>38,436.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>86,828.30</td>
</tr>
<tr>
<td>Total income</td>
<td>1,650,546.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training and Development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual Relief teachers</td>
</tr>
<tr>
<td>Administration and Office</td>
</tr>
<tr>
<td>School – operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the school P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Arts

The Creative & Performing Arts provide numerous educational opportunities and extension programs, which develop a range of skills while encouraging students to participate and enjoy alternative curriculum opportunities. The quality teaching programs on offer are a major contributor to the excellent HSC results achieved each year in the Creative & Performing Arts. The expertise imparted by staff is presented in a supportive environment, ensuring students are able to perform and exhibit their talents on stage and in exhibition spaces.

There were a total of 10 students who achieved a band 6 in HSC from the Creative and Performing Arts. Two music students were nominated for the state HSC Musical performance, “Encore”, while two students were selected in the state Visual Arts Exhibition, ArtExpress for their sculpture and painting. These works were exhibited at the Armoury Gallery, Hazelhurst Gallery and Wollongong City Gallery throughout 2009.

In 2008, the annual school musical was replaced with a contemporary dramatic interpretation of William Shakespeare’s, Romeo and Juliet. Senior students provided the school community with entertainment over three nights. Lachlan MacNab, directed the performance with Peter Tuck providing stage management and the Visual Arts faculty designing and painting sets.

The Entertainment course supports all major performances in drama; music and film with students practicing their production skills to guarantee sound, lighting, vision and stage management are professionally presented to an audience while ensuring the development of skills amongst these students. Trained students provide support to neighbouring primary schools managing their presentations. Numerous community groups are also provided with the expertise of these students for their musicals, dance performance and presentations.

Drama students presented a showcase of both junior and HSC performances at the annual HSC drama evening. Students in years 9, 10 and 11 were able to provide group performances as an introduction to the year 12 individual and group pieces. The dance program for 2008 included a choreographed item by two year 11 students, selected for the Regional Dance Festival. 30 students from year 7 through to year 12 performed at the event. 40 dancers from Bulli High performed at Southern Stars, with Mitchell Christie, Sophie Holloway and Jasmine Van Spanje selected to dance with the South Coast Regional Dance Troupe, Southern Stars and Dance Festival. Mitchell Christie also gained selection with the State Dance Troupe. A junior student, Nakia Fleuren was also chosen to attend the Junior State Dance Camp.

Film and Video presents an alternative art form, which often engages all areas of the Creative and Performing Arts. After the success of winning the Robyn Anderson National Film Festival in 2007, students have been eager to repeat this success. The “Final Cut” short film festival held in the school hall at the end of the year continues to provide entertainment to the school community who fill the hall to capacity. Past students maintain their support of the evening by judging and discussing their careers with the audience.

A representative from the Wollongong Conservatorium of Music, Eric Dunan, continues to develop outstanding results with junior and senior school band members. The reputation established by these students is developed through regular stage performances, high commendations at various band competitions and their links with the conservatorium performances.

Highlight Zone showcased our HSC Music students were it was possible for the school community to view the talents identified by the HSC examiners. This also provides students with the opportunity to explore their performances and compositions prior to the examiners arriving.

The grand finale of each year is Twilight Zone. Students of all ages audition to perform in the music and dance extravaganza. The evening incorporates the full range of skills and expertise found within the Creative and Performing Arts. Film students provide visual close-ups and effects of the student performances while recording the evening on DVD. Music students perform contemporary, classical and their own compositions on stage and are occasionally supported with student dancers.

Twilight Zone is a highlight of the performing arts calendar.
Sport

Bulli High continues to excel with its sporting program and is still considered as one of the major sporting high schools in the Illawarra. The school offers every student the opportunity to participate in sport. Students are able to be involved in sport in the following ways:

On a Wednesday Afternoon all students are involved in a sporting program. In terms 2 and 3 we have both competition teams and a small selection of recreational sport. If students are in a competitive team, they compete against other schools such as Woonona, Corrimal, Keira and Figtree High. If students are non-competitive they can then be engaged in a number of recreational sports ranging from Tennis, Fitness through to bike riding. In Terms 1 and 4 all students are involved in a recreational sport, no competition exist in these terms.

Students may also choose to participate in the schools swimming, athletics and cross country carnivals and whereby they can then can go on to represent at the Zone, Regional, State or National Level.

If an individual student has a talent in a particular sport or sports they are able to go to representative trials where, they may be selected for Zone or Regional Teams, and then could be selected for State or National Teams. Many of our students have participated in selections of such sports as baseball, triathlon, tennis, touch, and netball.

Students are able to participate as part of a Bulli High team whereby they go to zone or regional knockouts, from here, individual players can then be chosen as part of the zone or regional team. We have students participating in the following teams, football, AFL, lawn bowls, water polo, rugby league, rugby union and netball.

Sport Highlights for 2008
Due to high participation at the Zone Swimming Carnival we came second in the overall point score. We also had 4 age champions, 48 individual entries and 13 relay teams representing the Zone at the regional level. Then at the State level Bulli had 4 relay teams and 7 individuals representing the South Coast Region.

Cross Country- Bulli High always have had a large number of students participating at both the Zone and regional levels. We again had a number of age champions – 5 at the Zone Level.

Athletics - due to the high participation and level of our athletes Bulli High won the overall point score at the Northern Illawarra Zone Carnival. 3 age champions.

Students celebrate at the school athletics carnival

1 student in Year 9 who came 1st Place – Junior, in the State Combined High Schools Triathlon.

AFL- Bulli High School made a smashing debut in the AFL under 15’s knockout competition with a powerful team coached by Mr Green. The team defeated all local competition and won the Illawarra Southeast Region championship. They continued their success in state competition and competed in the state finals tournament in Broken Hill, finishing fourth in the state to the powerhouse traditional team Denniliquin HS. This was a remarkable achievement for a school new to the comp.

Mr Green’s under 15’s AFL side finished fourth in the entire state sweeping all local and regional competition away in their debut year of AFL.
Cricket – The boys cricket team had a very successful year finishing second in the region.

Other areas of school performance

Leadership Programs
Opportunities for the development of student leadership skills are built into many school activities. These include students conducting school assemblies and presentations, Student Representative Council members being consulted with regard to school decision making and participation of SRC members in primary school orientation visits. Specific initiatives included charity fund-raising events and involvement in the SRC Leadership Day at the University of Sydney, which proved to be a highly valuable opportunity.

Community Service
Student involvement in community service is strongly encouraged. Notable areas of involvement in 2008 were:

More than one hundred Bulli High students took part in the World Vision 40 Hour Famine, which was co-ordinated by our SRC.

Student and staff commitment to regular visits by the Blood Bank, in which Bulli High was recognised by being awarded the ‘Vampire Shield’ for the highest level of blood donation of any school in the south coast region.
Active participation in the Red Cross annual doorknock appeal by more than thirty Bulli High students.

Chess
The school has an active chess club which meets weekly in the library to participate in tournaments throughout the year. The chess team continued its successful recent record, finishing second in the northern division of the Illawarra chess competition and third over all of the Illawarra. Mitchell Pember and Paddy Kelly were the standout players.

Major Excursions
A highlight for 2008 was an extremely successful Year 10 camp which was held as part of a comprehensive series of events in our ‘Post School Certificate’ program.

The annual Year 11 PDHPE and Year 9 PASS ski trip in the Kosciusko National Park was enjoyed by all participants in addition to being integral to the skills and understandings being taught in both subjects.

Two overseas excursions were conducted in 2008, to New Caledonia for students of French and Vietnam for students of Modern History and Society and Culture. Students benefited greatly from the opportunity to experience the cultures of both nations first hand.

Mrs Ellsmore and Mr Defina introduced the Duke of Edinburgh scheme at Bulli High in 2008. A highlight of the activities was an overnight camp and bushwalk in the Heathcote National Park.

Year 7 camp at Cataract Dam served as a wonderful opportunity for students to get to know each other early in the new year in addition to the challenge of undertaking many new activities. Likewise, the Year 9 camp provided students with enjoyable challenges and team building activities.

Community Tutoring Program
This program continued to be well supported by volunteer tutors from Bulli-Woonona Rotary Club. The opportunity for one-on-one support is of tremendous benefit to some of our Year 7 and 8 students, helping boost their literacy skills and thereby increase their ability to attain success across all subject areas.

In 2008 some students were given the opportunity to benefit from the ‘An Even Start’ program where tutoring funded by the Federal Government was made available to students who did not reach national benchmarks in literacy and numeracy.

National and State Competitions
Katherine Littrell had great success in the prestigious Sydney Morning Herald Young Writer of the Year competition, being the South Coast representative in the State Final. Katherine submitted a story to this prestigious competition which was judged best in the Illawarra and South east regions.
**Academic**

While students regularly submit assessment material in all courses from years 7 to 12. These tasks allow for the achievements of individuals to be compared to those of their fellow students in the same class or year.

Beyond this students compete in formal exam situations in years 7 and 9 (NAPLAN), year 10 (School Certificate) and year 12 (Higher School Certificate). For each of these exams the school is provided with comparative data relating to student achievement compared to state averages and value added growth tracked among students from one external exam to the next. The details of these results are presented in graph formats which follow.

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 7**

Students undertake the state NAPLAN testing in May of their first year of high school. As such these skills reflect, to a great degree, the work done in the primary schools to develop literacy from year 5 to the end of year 6. As indicated in the charts below Bulli HS students in year 7 achieved excellent literacy outcomes with most students strongly represented in the second and third highest bands (7 and 8) and lower numbers than state average in the lower bands 4, 5 and 6. The small number of students who did fall into the lowest band for reading and writing will receive additional support from our own ‘in house’ literacy programs and the Support Teacher Learning Assistance.

**Numeracy – NAPLAN Year 7**

A similar pattern of results can be seen in the following Numeracy graph with the added bonus that no students were identified in the lowest band 4. With numeracy targeted as a priority focus in the Illawarra, it is particularly pleasing to see positive results like this in years 7 and 9.
Literacy – NAPLAN Year 9

Similar patterns of achievement are apparent here as in year 7 with continuing good literacy skills evident. While slightly below state average in band ten the school figures then are well above in all remaining bands of achievement on the graphs.

Progress in literacy

As well as performance each year the NAPLAN exams track student progress from their previous exams to current exam performance. In literacy the average state growth in year 7 was 43.7 marks, while the average growth in literacy within the school was 45.9. Average state growth in year 9 was 36.7, while average growth within the school was 36.8.

Progress in numeracy

In numeracy the average state growth in year 7 was 61.8 marks, while the average growth in literacy within the school was 64.2. Average state growth in year 9 was 41.3, while average growth within the school was 49.3. We believe that these growth differences in numeracy are significant and a very pleasing testament to the quality of our junior school numeracy development.

School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

On the following graphs the school results for the year are represented in green and school results for the last four years are represented in tan.

As a comprehensive high school representing the full range of students these school certificate results represent in almost all areas achievement above state average expectations. Band 5 performance, in particular, in almost every subject stands out. Geography was the strongest subject in 2008 and a relatively weaker performance is noted in the computer skills exam. The school will review and address the computer skills outcomes at great length in 2009.
Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands:
School Certificate Australian History, Civics and Citizenship

Percentage of students in performance bands:
School Certificate Australian Geography, Civics and Citizenship

Percentage of students in performance bands:
School Certificate Computer Skills

School Certificate relative performance comparison to Year 5 (value-adding)
Higher School Certificate Results

In 2008 a total of 23 band 6 results were achieved by students in year 12. This compares very favourably to other schools in the local Illawarra area.

Standard English, general mathematics, Mathematics 2 unit, Music and Visual Arts were the standout courses in overall results in 2008.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2008</th>
<th>State 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>62.3</td>
<td>70.3</td>
</tr>
<tr>
<td>Biology</td>
<td>76.4</td>
<td>72.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>70.0</td>
<td>70.5</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>73.2</td>
<td>72.9</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>75.2</td>
<td>78.3</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>69.7</td>
<td>63.8</td>
</tr>
<tr>
<td>French Beginners</td>
<td>57.8</td>
<td>71.8</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>75.9</td>
<td>67.9</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>69.2</td>
<td>74.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>79.1</td>
<td>75.2</td>
</tr>
<tr>
<td>Modern History</td>
<td>71.5</td>
<td>74.0</td>
</tr>
<tr>
<td>Music 1</td>
<td>82.8</td>
<td>77.7</td>
</tr>
<tr>
<td>PDHPE</td>
<td>76.2</td>
<td>71.1</td>
</tr>
<tr>
<td>Physics</td>
<td>73.4</td>
<td>72.7</td>
</tr>
<tr>
<td>Senior Science</td>
<td>75.6</td>
<td>74.2</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>69.8</td>
<td>72.7</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>81.0</td>
<td>79.7</td>
</tr>
</tbody>
</table>

Higher School Certificate relative performance comparison to School Certificate (value-adding)

This graph depicts average academic growth over all subjects projected from School Certificate forward to the same group’s results in year 12 HSC. While this cohort performed particularly well in the SC in 2006, their HSC results generally did not reflect the higher expected value added that we have seen in the junior school. The school is reviewing these results in light of this data.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

These results are particularly pleasing to us and, once again, reflect the skilled calibre of student coming to us from our primary feeder schools and a tribute to their literacy programs as well as any additional work that we do with these students prior to sitting the exam in year 7.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Student Welfare

Student welfare at Bulli High School is supported by an extensive network which involves the welfare team coordinated by the deputy principal and the learning support team coordinated by the head teacher Teaching and Learning.

Achievements in 2008 included:
A special event for senior students was introduced to further enhance the program of student support. This event was entitled “How to survive and succeed in the HSC years” and included a forum of recent successful HSC students who shared their strategies.

The welfare team was successful in applying for grants from the Bulli HS P&C to fund the “Brainstorm” productions to support anti-bullying, safe partying and good decision making with regards drugs in 2008. Brainstorm productions were presented to year 8, 9, 10 and 11.

Peer Support training was further enhanced with a team of 35 year 9 students who trained to be peer leaders for year 7 in 2009. Mr John Kelly, Mrs Stacey Fraser and Mr Brad Green trained the year 9 students.

Teacher mentors were involved in supporting students who return from suspension or who are identified as students at risk.

The Youth Pathways program was expanded. Ms Donna Ashton of the Access Community group provided support for a group of up to fifteen students on a weekly bases. Apart from individual programs, group workshops were provided in anger management, safe partying, building relationships.

Police Liaison officer, Simone Johnson was part of the Youth Pathways program and also worked with individual students which further expanded the welfare network and strengthened the relationship between community and the police force in an attempt to reduced the incidents of youth crime.

The Police Education and Assessment Program (PEAP) was successfully conducted at the Bulli Police Citizen Youth Club (PCYC) for two separate groups, a male and a female group. This program targeted year 8 and 9 students who had attendance issues.

Links to Learning was accessed by a small number of students with literacy and numeracy needs.

Student success and participation was celebrated regularly in the local print media. Several photographs and articles were presented by the Northern News and Advertiser and Mercury Newspapers.

Year 7, 8 and 10 had school camps concentrating on respect and responsibility and team work.

All of Year 9 attended the Life Fix event hosted by Wollongong TAFE. This event had as its central theme healthy life styles, good choices and harm minimization. Year 10 students volunteered to be leaders on the Life Fix day.

Chye Toole, youth worker from the Northern Illawarra Youth Project worked with Bulli High Welfare team to devise a program of ‘Youth Workers in schools” which is to run at Bulli HS in 2009. This program will give students access to another Youth Worker who is very well connected with the community and has a thorough understanding of the resources on offer.

A feature of the year 10 post school certificate program was a presentation entitled “Day of Hope”. This presentation focused on students setting goals and striving to achieve these goals.

An extensive Year 10 post School Certificate program was endorsed by the parents of Bulli High School and was conducted during the three weeks after the School Certificate exams. This program assisted students with workplace learning, environment education and anti plagiarism.

Award assemblies included parents for year 7 in an attempt to increase the chance to celebrate successes.

The Welfare team continued it plan to invite guest speakers to the welfare team meetings. Notable were the visits by a representative of a Carers organisation and a visit by the psychologist assigned to Smith Street which is a local Education unit for students who are struggling at school.

The Welfare team combined with the community of schools welfare teams to stage a session on how to connect with local inter agencies in order to assist students with regards career issues.

In expanding the welfare team’s emphasis on anti-bullying, the welfare team developed a supportive approach to cyber bullying.

The P&C funded the purchase of new notice boards and toilet restoration. The notice boards allow the presentation of celebration materials and the toilet funding financed the vast improvements made to the school’s junior toilets.
Aboriginal education
Aboriginal perspectives are embedded in all teaching programs. However, the key learning areas of English and human society and its environment (HSIE) included a more comprehensive study of Aboriginal culture, law, traditional land management and contemporary issues affecting indigenous people.

Implementation of the Aboriginal Education Policy included:

Further increased communication with the families of the Aboriginal students at Bulli High School. The closer analysis of NAPLAN results for our Aboriginal students showed that the year 7 students as a group of 3 significantly outperformed Aboriginal students across NSW in literacy and numeracy and as a group scored above the state average for all students in NSW in reading, spelling, writing, number, measurement and numeracy overall.

The closer analysis of NAPLAN results for our Aboriginal students showed that the year 9 students as a group of 3 outperformed Aboriginal students across NSW in literacy and numeracy and as a group scored above state average for all students in NSW in numeracy and in some facets of literacy.

The closer analysis of the attendance data for our Aboriginal students demonstrates that a group that their attendance is significantly above state average attendance for all NSW students.

As in 2007, two Aboriginal year 10 students, Jack Boyd-Wright and Brad Hanlon performed very well in their School Certificate and both have returned to senior studies for 2009. Jack Boyd-Wright is aiming for an engineering degree at university and Brad Hanlon is also aiming for further studies beyond school.

One Aboriginal student, Grace Chapman sat for the HSC. She was the only Aboriginal student in her 2006 year 10 cohort. She attained very good outcomes which assisted her to gain access to degree studies at the University of Wollongong.

One of our parents Mrs Duczynski, one of our teachers Mrs Tsiorvas and the Deputy Mr Tome represented Bulli High School at a special Aboriginal Education day at Tarrawanna PS. As a result further plans were established to engage with our Aboriginal community. Part of these plans was the Aboriginal student morning tea which was held in term 4 2009 to allow students to tell their story of connection.

All of the Aboriginal students in years 9 to 12 were offered tuition through the ITAS program funded by DEST. This opportunity will be offered to our students again in 2009.

Tyson James and Jake Duczinski were nominated for an Educational Grant to support Aboriginal students in education. Tyson was successful in obtaining the grant. Tyson also took up the opportunity to be part of a traineeship in policing which was offered to Aboriginal students.

Multicultural education
The school population of non-English speaking background (NESB) students is relatively small.

The main thrust of the school multicultural education policy has been through the curriculum and through the consolidation and continued refinement of the bullying and harassment programs.

Multiculturalism as an essential fabric of Australian society is promoted and supported through curriculum perspectives, particularly in languages, the human society and its environment (HSIE), visual arts, home economics and English.

Through the anti-bullying and anti-harassment programs the understanding of other cultures is nurtured and the need for tolerance of all individual difference is stressed.

Initiatives to support the Cultural Diversity and Community Relations Policy: Multicultural education in schools and Anti-Racism Policy included:

Bulli High School elected to host a Cultural Exchange visit in 2009 by students from Japan's Furukawa Reimei Junior High school.

Languages being taught to every year group at Bulli High School with a number of students also participating in distance education programs.

An inaugural meeting held involving teaching staff representation, senior executive representation and student representation to map out initiatives to assist cultural diversity and acceptance within Bulli HS. Included in the plan devised is the proposal of a reciprocal visit with a school of much greater diversity in background cultures.
Progress on 2008 targets

Target 1
Complete a comprehensive Assessment and reporting policy in all faculties and across the school.

Strategies to achieve this target included:
- A self-paced series of faculty workshops, discussions and activities to formalise new procedures within the faculty for pre-assessment, faculty registration, assessment tasks, rules and calendar, reports, exams and warning letters.
- Development of a new school reporting format for all reports from mid-year 2008.
- Consultation with parent groups over new report format.

Our achievements included:
- Delivery of a new report format which complies with current state standards for reporting student achievement.
- Inserviced all staff on developing consistency of judgement in assessing for new reports.
- Completed wide ranging faculty review and development activities impacting on all assessment practice.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations on School Reports and Faculty Assessment Practice.

Target 2
Improved delivery of technology skills among students across the school.

Strategies to achieve this target include:
- Increased integration of computing skills into KLA curriculum.
- Improved dependability of computing resources through improved maintenance routines.
- Development of technology trained “master” teachers group within each faculty.
- Provision of additional classroom technology.

Our achievements included:
- Extensive professional development of staff on using classroom technology, most specifically, interactive whiteboards.
- Purchase of 3 additional interactive whiteboards and positioning of these resources in classrooms across three faculties.

Improvements to role of the Technology Assistant within the school resulting in improved maintenance and on time reliability of student computing resources.

Educational and management practice

School Reports

Background
Following statewide introduction of A-E reporting principles in 2007, the executive of the school participated in a comprehensive three month review of the school’s reporting format and program. Much of this was completed in faculties as part of a consultation process defined by the principal. Consideration was given to format, ensuring consistency of judgement, place in class, computer program to be used for data entry, etc.

Findings and conclusions
Following the consultative process it was determined to use word descriptors rather than letter grades. A new draft format was gazetted to parents. The first new report was issued with additional information and a significantly altered appearance in July. Further refinements were made and the final report format was issued for end of year reports.

Future directions
The new report format meets all departmental requirements, reports on student achievement against curriculum standards and provided for consensus among all faculties on what should be reported. Upon issue of the final report format, no further refinements or alterations are anticipated.
Curriculum

Assessment Practice

Background

Starting in February all faculties participated in a review process entitled Self Paced Assessment Development Exercise or (SPADE). The purpose of this series of meetings and discussions was to refine school assessment practice to achieve schoolwide consistency and accuracy of assessment.

Findings and conclusions

Work and refinement of faculty procedures related to pre-assessment, programming, registration, exam procedures, warning letters, "n" awards and assessment appeals were all considered and modified in the course of the review.

Future directions

The comprehensive policy update will flow from the collation of all SPADE feedback and be published as an extended policy in early 2009/

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. This was done in the context of completing the new school three year management plan. The consultations involved a variety of forums including P&C, committee discussions, interviews with individuals, etc.

These findings along with extensive staff consultation resulted in identification of the priorities which became the plan itself.

No specific parent survey was conducted in 2008.

Professional learning

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning teachers</td>
<td>$1373.00</td>
</tr>
<tr>
<td>ICT</td>
<td>$7581.00</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>$2,515.00</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$6649.00</td>
</tr>
<tr>
<td>Syllabus implement.</td>
<td>$5415.70</td>
</tr>
<tr>
<td>Career development</td>
<td>$4,350.00</td>
</tr>
<tr>
<td>Welfare and equity</td>
<td>$3077.50</td>
</tr>
<tr>
<td>Total</td>
<td>$30961.20</td>
</tr>
</tbody>
</table>

School development 2009 – 2011

Targets for 2009

Target 1 Students will acquire and develop computer and technology skills to complement their learning in traditional curriculums.

Strategies to achieve this target include:

- Technology committee will implement audit to assess current levels of knowledge and skills in various years and to establish benchmark data.
- Professional learning activities will be conducted throughout the year with focus on employing technology as a learning tool and on providing students with curriculum related computer skills.
- Curriculum working party will use available resources to allocate IT skills to each faculty program
- Faculties will implement program reviews to incorporate Information technology skills and practice into each curriculum and ensure quality assessment of them.
- Structured assessment tasks will be implemented in each faculty to monitor IT teaching outcomes.

Our success will be measured by:

- Assessment results compared to benchmark data gathered by initial audit. Target for selected groups would be 10% minimum growth.
- Year 10 state IT exam results will provide comparison data for this year group with target growth again of 10%.

Target 2 School will develop a comprehensive Environmental sustainability plan. (SEMP)

Strategies to achieve this target will include:

- Working day to bring stakeholders together to create SEMP.
- Parent work and gardening days.
- Environment committee meetings.
- P&C meetings
- Improved conservation practice
- Solar panel and water tank installation
Our success will be measured by:

- Environmental plan will be implemented.
- Solar panels and water tanks will be in place.
- Long term landscaping
- Sustainable environmental practice will be incorporated into selected curriculums and taught to all students.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Bruce Sander, Principal
Lou Tome, Deputy Principal
Chris Neave, Deputy Principal
Robyn Howson, HT Teaching and Learning
Scott Copland, HT Creative Arts
Sharryn Marshall, Senior Administrative Manager
Brianna Smith, P&C President
Rita Brown, Sports Organiser

School contact information

Bulli High School
Ph: 428 8266
Fax: 4285 2232
Email: bulli-h@det.nsw.edu.au
Web: http://www.bulli-h.schools.nsw.edu.au
School Code: 8878

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: