Bulli High School
Annual School Report

2011
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 in the Seaciff Community of Schools to develop continuity of educational programs from K-12.

In 2011 the school advanced and refined its programs and curriculum delivery with particular focus on improving our links with local primary schools, improving computer support for learning across the school and improving outcomes for Aboriginal students in the school. We continued to provide strong professional development opportunities for staff with emphasis on technology in the classroom.

Cultural programs of significance included the continuation of our school musical tradition with the success of Jungle Fever, our third visit of Japanese students (tragically delayed by the tsunami until later in the year), the consistently high standard of our drama and performing arts program and a growing variety of school activities with Aboriginal and multicultural focus.

Academic results shined brightly, once again, with exceptional performances in the School Certificate and Higher School Certificate highlighted later in the report. (17 University entry marks above 90 and increased number of band 6’s for the fifth consecutive year!) We continue to outpace the state average as well as local and similar schools in reading and numeracy outcomes and match or exceed State and Illawarra averages in other NAPLAN measured competencies.

In short, Bulli High School maintained and added to its deserved reputation as a quality comprehensive high school among the best educational choices in the Illawarra Region.

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 AM, Principal

P & C message

The Bulli High School Parents and Citizens’ Association maintained its active support of the school in 2011, with a dedicated group of parents who regularly attended meetings, assisted in generating income and volunteered for various activities.

The P & C generated the majority of its income through the provision and effective management of the Canteen and the Uniform Shop. In 2011, after 17 years of exceptional service, Canteen Manager, Mrs Glenda Geloven, retired, and we welcomed Mrs Lyn Falkiner and Mrs Hazel Arthur as Canteen Manager and Assistant Manager, respectively. Our thanks must also go to the parents, carers and friends who volunteered their time in the canteen throughout the year.

Uniform standard was a major focus, particularly for junior and senior girls, and enclosed black, lace-up shoes for all students. Uniform Shop Manager, Ms Gabrielle Hammond, worked closely with the Bulli High School executive, senior leadership team, students, P & C members, Primary School representatives and uniform manufacturers to discuss and establish responsible, respectful and appropriate uniform standards. This resulted in the introduction of pleated skirts and semi-fitted blouses for all female students. With support from Mrs Maree Simpson, the Uniform Shop continued to provide efficient and friendly service.

Funds raised were allocated to support school faculties and activities including a kitchen demonstration bench mirror, automotive trolley jack, computer, scanner, laptop and printer, data projectors, laminator & slicing machine, external camera flash unit, waterproof camera & kit, DNA model, Dance Festival CDs & props, study skills, toilet refurbishment; foyer TV, furnishings, display frames & plants; competitions, fees, bus hire, catering, camp, gardening & landscaping tools and a water gurney.

The graduating Class of 1961 enjoyed a ‘Back to Bulli’ Open Day at the school and an evening reunion off site. Together with the school’s Welfare Team, local Public Schools and Police Liaison Officer Simone Johnson, the P & C also funded a well-attended ‘Cyber Survivor’ evening.
P & C members assisted on the school’s Finance Committee, and on the Merit Selection Panel for a Head Teacher Visual and Creative Arts, with the appointment of Ms Louise Manks to the position. Other initiatives included attending Public Education dinners, joining Waniora Public School in the organisation of the ‘Move for Mark’ trivia night, petitioning Wollongong City Council to replace the bus shelter at Gum Tree Lane Thirroul, organising raffle prizes and selling tickets at musical and performance evenings and contributing articles for the school newsletter.

The P & C Association would like to take this opportunity to thank Mr Hussain Hashambhoy for his continued support in auditing P & C accounts, and to Mr Darren Craddock, who assisted in uploading the Minutes and other articles to the school website.

Parents, friends and colleagues played an important part in contributing to the success of the P & C in 2011. Discussions, involvement and commitments were sincere and valuable, with Bulli High School’s best interests our top priority. This made for rewarding and enjoyable experiences and we encourage all parents, carers and friends to become involved in school activities to strengthen Bulli High School’s exceptional standing in the community and ensure our students have the very best of all educational opportunities.

Jennifer Wood  Barbara Brown
P & C Secretary  P & C Vice President

Student representative’s message

2012 is proving to be another successful year for Bulli High. The new Leadership Team has continued to develop with great stamina, the legacy left by our previous seniors. This year, the Senior Leadership Team has put great emphasis on school fundraising, with our main goal being a new Senior Common Room. We also have been looking for ways that we, as a student body, can help improve the overall aesthetics of our school. Fixing amenities with a new splash of paint has been a cheap and easy way of enhancing a somewhat dull area of the school. Throughout the year the SRC has continued to encourage fellow pupils and promote a strong school spirit.

Sam Smith for the Senior Leadership Team

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 minor decrease due to smaller primary school cohorts in the last year. 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
Management of non-attendance

Student attendance is a critical factor in achieving good learning outcomes. As the previous table demonstrates, there was a small decline in overall attendance in 2011 bringing the school in line with Regional attendance figures but falling against state average. In this case, much of this change was accounted for by a small but significant number of students whose attendance was particularly poor but who had not yet reached the new mandatory leaving age at 17. The school does maintain phone contact with parents of chronic non-attenders. The introduction of Millennium, a comprehensive learning and administration management computer platform, should contribute to more effectively maintaining awareness of attendance issues for individuals in 2012.

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.

Current retention rates are 10% above the state average and well above other local schools.

Post-school destinations

In 2011 60 of 110 or 55% of students from Bulli High School received University offers- which was an identical percentage to the cohort of 2010, yet a significant increase from the cohort of 2009 (44%). Four students received multiple offers, however, only their final selection was included in the survey results.

Choice of Universities

Another remarkable similarity with the 2010 survey was the choices of university where, once again, the clear majority of our students choosing Wollongong University. Out of the total cohort of 60 students 47 selected Wollongong (78%). The remaining 13 students mirrored the trend of previous years by selecting courses that are unavailable at Wollongong (eg. Policing, Paramedic etc.) When conducting interviews with the cohort it was often the case that students would select courses at Wollongong even if they were not consistent with their ultimate career goal, sometimes with the hope of transferring to other universities at a later stage. As was the case in the previous years it appears that our students are almost always unwilling to leave their local university if it offers their preferred choice of course. This is evidenced by the fact that despite their outstanding H.S.C. Results (17 students achieving an ATAR of 90 or above) and students often having the option of studying the same course in Sydney, most of these high achieving students opted to study locally. Possible explanations include the excellent marketing of Wollongong University in the local area, the continued increase in the Universities’ status over time and the increasingly lengthy travel times to Sydney coupled with the high cost of accommodation both on and off campus.

Of the 13 students who selected other universities (22% of the total cohort) 6 students chose Charles Sturt University, 3 students chose Sydney University, 3 selected the University of Western Sydney and one student chose La Trobe University.

Other notable achievements of the high achieving 2011 cohort include three students gaining highly prestigious scholarships at Sydney and Wollongong Universities and an outstanding
array of high ATAR scores with our top students attaining ATARS of 97.85, 96.5 and 95.0!

Choice of University Faculties

The graph below represents the destination of students by their faculty of study at all Universities.

![Faculty of Study Number of Students (Total of 60)]
- Arts
- Education
- Law
- Commerce/Business
- Engineering
- Creative Arts/Music
- International Studies
- Psychology (also: Arts/Sci)
- Health Sciences/Science
- Communications/Journalism
- Miscellaneous
- Double Degrees
- Dean's Scholars

2011 witnessed a shift away from the traditional Arts Degree and a significant shift towards double degrees. A possible reason was the increasing popularity of the relatively new B International Studies at Wollongong University which was clearly the most popular second degree selected by our students and often coupled with the traditional Arts Degree to provide a more vocational outcome but also with Commerce Degrees. Clearly students are becoming increasingly aware of the economic impacts of globalisation and the possibility of finding work overseas even during the second/third years of their degrees. Approximately 25% of students who took up offers deferred those offers in order to pursue a “Gap Year’ of some sort, often with a view to have a break from formal learning and earn money to support themselves through their later Tertiary Studies.

It has also been a trend for Universities to rebadge the Arts Degree (possibly for marketing purposes) so it often also overlaps with Creative Arts and Communications. It is also possible that the introduction of the Year 11 Careers Education Programme at Bulli High School meant that more rigorous research has taken place into Course options and led to an increase in the pursuit of Double Degree Courses as students are more aware of the strong employment outcomes accompanying these forms of study. The most significant decline in student enrolments was in the area of Creative Arts and Music however this may be accounted for by the fact that at least four students from the cohort have embarked upon study at TAFE (predominately in Fine Arts) instead of University.

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

<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>Assistant Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>42</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>-</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>-</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. One teacher identifies being of Aboriginal background.

Staff retention

Bulli HS retains a very high degree of staff loyalty, such that 100% of permanent staff were retained in the school from 2010 to 2011. During the course of the year Mr Tate, a senior mathematics teacher with a long and proud record of achievement retired from service.
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.

Date of financial summary: 30/11/2011

Income
- Balance brought forward: 200667.14
- Global funds: 539512.70
- Tied funds: 225468.16
- School & community sources: 494707.85
- Interest: 16900.83
- Trust receipts: 197292.82
- Canteen: 0.00
- Total income: 1674549.50

Expenditure
- Teaching & learning
  - Key learning areas: 200861.51
  - Excursions: 278845.22
  - Extracurricular dissections: 31378.90
- Library: 9164.22
- Training & development: 7707.90
- Tied funds: 249385.23
- Casual relief teachers: 144082.81
- Administration & office: 150847.41
- School-operated canteen: 0.00
- Utilities: 114813.70
- Maintenance: 41578.61
- Trust accounts: 188138.52
- Capital programs: 68446.87
- Total expenditure: 1485250.90
- Balance carried forward: 189298.60

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements
Arts
The Creative and Performing Arts provides students with a broad range of learning opportunities that extend and enrich their learning experiences across all years, catering for a diverse range of abilities. These experiences include both classroom and extra curricula opportunities such as Dance, Drama, Film and Video, Photography and Digital Media, Entertainment, Visual Design and Visual Arts.

The HSC Visual Arts students continue to achieve outstanding results with students being nominated and selected for exhibition in Artexpress. Music students also achieved nomination for Encore. Students in both Visual Arts and Music continue to achieve beyond state average and feature in a number of band six results.

Jungle Fantasy was the musical performed in 2011 in term 3. A highly successful season, which is a fixture on the school calendar, saw a big participation rate with students in the junior school. The production was supported by staff and students studying the TVET Entertainment course, providing them with outstanding practical technical experiences.

Our dance Troupe performed in the regional Dance festival and were strongly represented in the annual ‘Southern Stars’ production both in the massed group and as featured artists.

The Bulli high school ‘Final Cut’ film festival continues to be another night fixture on the school calendar. Students showcase their work demonstrating skills developed within the film...
media and Visual Arts course. Improved editing software availability and improvements in the hardware available to the students has enriched their learning capabilities and demonstrates the innovative approach to technology and learning within the classroom. Boys have traditionally favoured the film course and the high level of engagement with these students through technology in learning is evident in the high quality of the films produced. Two students achieved success in being nominated for the Robyn Anderson Film award. Skills developed in the junior school are evident in the enriched learning and choice of film as a form for practical submissions in Visual Arts for the HSC.

Music staff continue to provide enriching learning activities both in the classroom and as extra curricula experiences. Students were able to engage with visiting musicians and performances, attend workshops and experience performances of operas by the Australian opera.

‘Twilight Zone’ is always a great way to end the school year with two performance nights seeing students from 7-12 performing on stage covering a diverse genre of musical performance. The evenings celebrate the work of students studying Creative and Performing arts courses with students from Music and Entertainment providing stage and sound management, Film students providing a visual experience and recording the show.

The jazz band continues to shine under the guidance of Mr. Eric Dunan, a representative from the Wollongong Conservatorium of Music. This tuition provides students an opportunity to refine their skills and participate in a broad range of performances. Many jazz students have gone on to excel in the HSC as a result of this experience.

HSC students continue to showcase their practical submissions at “Highlight Zone” for music and the Visual Arts showcase for our Art students. Both nights are well attended and supported by the school community.

Drama students have an opportunity to perform before an audience prior to their HSC exam, a successful night that assists drama students develop their confidence and hone their final performance before their HSC.

The Creative and Performing Arts continue to grow and develop at Bulli high with support from the whole school community.

Cast of the school musical, Jungle Fever

Sport

Bulli High continues to excel with its sporting program and is considered as one of the major sporting high schools in the Illawarra. The school offers all students the opportunity to participate in sport at all levels.

Students participate in the school’s swimming, athletics and cross country carnivals, the winners of which can then 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, which then could lead to their selection for State or National Teams. Many of our students have participated in selections of such sports as baseball, triathlon, soft ball, rugby league, hockey, AFL, tennis, touch, and netball.

This year, Bulli High competed in 13 out of 34 finals of the Wednesday sport competition.
managing to win the Girls Junior and Senior Soccer and the Girls Junior Volleyball. If students wish to select non-competitive sport they choose from a number of recreational sports ranging from tennis, fitness through to bike riding. In Terms 1 and 4 all students are involved in our extensive recreational sport program.

Highlights for 2011 included:

Jake Montgomery - excellent results at State and National triathlon carnivals.

Open boys netball - won the regional carnival. Played in a 2 day state carnival in September and finished 2nd. This was also the final year for boys in this event.

In the Zone Swimming Carnival, we came second in the overall point score with 4 age champions, 20 individual entries and 5 relay teams representing the Zone at the regional level in which the school came third from out of thirty-three schools, with one female age champion. Then at the State level, Bulli had 7 relay teams and 9 individuals representing the South Coast Region.

At Cross Country, Bulli High has always had a large number of students participating at zone, regional and state levels. At the zone level the school had 3 teams go to regional cross country with 4 age champions. At the regional level, we then had 3 teams qualify for the State Championship and one age champion.

In Athletics, due to the high participation and outstanding level of our athletes, Bulli High was very successful at the Northern Illawarra Zone Carnival with 4 age champions. From the Zone, we had nearly 50 (individual events) and 10 relay sides attending the Regional Athletics Carnival. At the state level, Bulli had 17 students in individual events representing the region, where Bulli finished in the top 5 out of 36 schools in the overall point score.

Other Achievements

Duke of Edinburgh Award at BHS in 2011

In 2011 10 students from Years 9 to 11 enrolled in the Duke of Edinburgh Award at the Bronze level, and, for the first time, 5 students were registered for the Silver level.

For the Adventurous Journey section of the award, Bronze level participant students completed overnight hikes in the Royal National Park and Heathcote National Park. The Silver level participants completed their 3 day/2 night hikes in the Royal National Park and also Morton National Park.

In total, 4 Bronze Awards and 1 Silver Award were achieved from students at Bulli High in 2011.

Debating

BHS students again distinguished themselves with strong performances in 2011. Highlights include being the only school to win “three from three” at the Wollongong University Debating Society annual tournament, and our senior team’s narrow loss to Smith’s Hill (eventual State champions).

Barista Course

Students learned to prepare coffee using the commercial espresso machine. For several years BHS students have been able to access part-time work following completion of this recognised standard.

Blood Bank

Many students were involved in donating blood via the mobile blood bank van twice during the year.
2011 Japanese visit
Details of this annual event are mentioned elsewhere in the report. This annual event was rescheduled from March to October due to the disasters experienced in Japan. The visit provided an opportunity for 17 Japanese students to spend five days attending Bulli High School and living with an Australian family.

Europe Excursion
2011 saw the inaugural Bulli High School tour of Europe. 17 lucky students experienced the trip of a life time, as they visited sites such as the Eiffel Tower and the Louvre in Paris and had the unique opportunity to study ancient sites such as Pompeii and Herculaneum in Italy and the battlefields of WWI in Belgium and France. Perhaps the most poignant moment for students and staff was attendance at the Remembrance Ceremony at Menin Gate in Leper, in Belgium. Student Patrick McGuiness had the privilege of honouring his great grandfather, who gave the ultimate sacrifice in the war. The students represented their school proudly and to this day reflect on what was a tremendous and life changing experience. Needless to say, many are already making plans to travel in the future.

SRC
It has been another productive year for the Student Representative Council. Members contributed greatly to the school in a variety of ways. These included running year assemblies and school assemblies, fundraising for a variety of causes including the Cancer Council, Leukaemia Foundation and World Vision with the 40 Hour Famine, which was again well supported by the students of the school. Our senior leadership team has been most active in a range of tasks and initiatives, most significant of which is fundraising towards the construction of a Senior Common Room. This project is expected to go ahead during term 2 this year and will be a great resource for seniors at Bulli High.

My sincere thanks go to all members of the SRC who continue to set a great example to other students in the school.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
**Literacy – NAPLAN Year 7**

Year 7 NAPLAN results reflect student learning throughout the last two years of primary school and the first few months of high school. In both reading and writing, these results demonstrate high levels of achievement with 59.8% of students attaining results in the top three bands for reading compared to 48% of students in the state. 54% of students from this school attained writing results in the top three bands compared to 40.3% across the state.

**Numeracy – NAPLAN Year 7**

While band 9 numeracy results were below the state average, band 8 and 9 results in total were nearly 9% above the state average. 59.9% of students from this school obtained results in bands 7 to 9 compared to 49% across the state. Less than 1% of our students received results in the lowest band compared to 5.5% across the state.

**Literacy – NAPLAN Year 9**

Year 9 students attained very strong reading results. Students from this school performed better than the state average in each of the top three bands. 58.6% of students from this school achieved results in the top three bands compared to 43.3% across the state.

Year 9 writing results were similarly strong with 43.8% of students in the top three bands compared with 36.8% across the state.
Numeracy – NAPLAN Year 9

While band 9 numeracy results were below the state average, band 8 and 9 results in total were nearly 9% above the state average. 59.9% of students from this school obtained results in bands 7 to 9 compared to 49% across the state. Less than 1% of our students received results in the lowest band compared to 5.5% across the state.

School Certificate

The following graphs depict the school’s year 10 performance in the School Certificate against average state performance. In all subjects other than History students were underrepresented in the top band by up to 2%. However, when band 5 and 6 results are taken together, students from this school performed significantly better than state average. Science and History are particularly noteworthy, with band 5 and 6 results for History being nearly 9% above state average and Science more than 11% above state average.
Percentage of students in performance bands: School Certificate Science

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

Percentage of students in performance bands: School Certificate Mathematics

Percentage of students in performance bands: Australian Geography, Civics and Citizenship
School Certificate: Relative performance from Year 5 (value-added)

Higher School Certificate

2011 HSC results were arguably the strongest ever recorded at this school. Of particular note are outstanding results, compared to state average, in each of the five Science subjects, Mathematics, Ancient History, Legal Studies, and IPT. Overall results for this school were above state average for 25 subjects and at or below state average for only 8 subjects. 17 students attained ATARs above 90 and there were 55 band 6 results. The data below display outcomes for classes with sufficiently large numbers to allow valid statistical analysis. Comparative data is not provided for subjects with few students.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.6</td>
</tr>
<tr>
<td>Writing</td>
<td>97.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.3</td>
</tr>
</tbody>
</table>

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)
### Significant programs and initiatives

#### 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:

Bulli High School was successful in gaining regional Aboriginal Education Programs funding to support the consolidation of the Personal Learning Plan program. This enabled the new Aboriginal students enrolling in Bulli High School to be included in the PLP program, a program which at Bulli High School involves more than twenty teachers as one to one mentors. A regional review of PLPs affirmed Bulli High School’s model as an example of best practice with parents and students able to articulate the benefits in engagement as a result of the one to one mentors.

Amy Tsiorvas, as Aboriginal contact person, continued to build connection with the local Aboriginal community. This was achieved through meetings and phone communication with parents and other significant community representatives.

Bulli High School continues its strong presence on the Northern Illawarra Aboriginal Education Consultative Group with the school leadership team, Aboriginal education team and parents and students representing the school in the interest of good outcomes for our students and consolidation of our partnership with our community. This presence ensures understanding and provides opportunity for Bulli High School to stay abreast of significant educational and cultural issues which may enhance Aboriginal childrens’ learning.

An important and significant event occurred in 2011 when the president of the AECG, Michelle Rush, and the principal of Bulli High School, Bruce Sander, signed the partnership agreement between the AECG and Bulli HS. This marked NAIDOC week and was witnessed by our Aboriginal students and some of their parents.

Amy Tsiorvas organised a number of cultural performance excursions to the Bangarra Dance company and the Namatjira show. Ms Tsiorvas escorted the Aboriginal students on these excursions and worked with teachers to connect their message to curriculum. Ms Tsiorvas linked with the primary school students in our Community of Schools so that her year 7 students could write ‘Dreamtime’ stories with primary school students.

#### Multicultural education

The school population of non-English speaking background (NESB) students is relatively small with only 54 students.

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 important aspect of Australian society is promoted and supported through curriculum perspectives, particularly in Languages, 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:

In 2011 Bulli High School hosted a six day Cultural Exchange visit with 17 students and one student escort from Japan’s Furukawa Reimei Junior High School. This very successful event involved host families from the Bulli High School community and enabled Bulli High School students to share Australian culture, NSW school life and their lovely local area while learning about life in Japan. Many friendships were built and the effect on school tone was overwhelmingly positive. The degree of cultural tolerance amongst students was exemplary. Bulli High School has once again elected to host students from Furukawa Reimei School in 2012.

The HSIE staff ran an inaugural two and half week excursion to Italy to historical sites. This enhanced the history studies for senior students and at the same time exposed our students to European culture.

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

French language students embarked on the annual excursion to New Caledonia. This year the excursion was shared with Wollongong High School of the Performing Arts.

Bulli High School has an anti-racism contact person who students are advised to contact if there are concerns regarding a lack of tolerance of other cultures.

Student Welfare

Student welfare at Bulli High School is supported by an extensive network which involves the welfare team coordinated by one deputy principal and the learning support team coordinated by the other deputy principal. The welfare team consists of each of the 6 year advisors, the supervisor of girls, the supervisor of boys, the school counsellors and both deputy principals. Bulli High School students have access to a school counsellor four days of the week. Parents may also access the school counsellors for assistance with student concerns. The school counsellors are a vital and essential part of the welfare network at Bulli HS.

Achievements in 2011 included:

After the 2010 success a special event for senior students was held to further enhance the program of student support. This event was entitled “How to survive and succeed in the HSC years” and consisted of a forum of recent successful HSC students who shared their strategies.

To further support the HSC cohort a special HSC tracking and support day was conducted at which a team of senior staff held individual interviews with the HSC students. As well as discussing academic progress, study habits and goals, this event also provided students with the opportunity to request assistance from various school personnel.

Once again in 2011 the welfare team was successful in gaining 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. Brainstorm productions were presented to years 7,8,9 and 10.

Peer Support training was further enhanced with a team of 60 year 9 students who trained to be peer leaders for year 7 in 2012. Mr John Kelly and Ms Laura Devlin trained the year 9 students. After initially supporting the new year 7 to enrol at Bulli High School, in 2011 a team of peer leaders attended the 2011 year 7 camp and assisted the students and teachers. Once again the peer support program was extended to include peer leaders working with teachers on the term 1 year 7 sport program.
Peer mediators were also trained as a new initiative to be implemented in 2012 to assist year 7 in working through social issues that sometimes arise in the playground.

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

In 2011 Bulli High School continued its luncheon program for new students to Bulli High school. As well as being provided with a luncheon with their year advisors present, the students have the opportunity to express their early observations of Bulli High school and to state what they like about their new school and suggest improvements.

The Youth Pathways program was further expanded. Ms Jill Holtz, of the Access Community group, provided support for individuals and groups of up to 10 students on a weekly basis.

Progress on 2011 targets

Target 1

Improve overall school attendance by 1%

Our achievements included an improvement in some categories of attendance in the junior school. Unfortunately, these gains were offset by persistently poor attendance by a specific group of students in the senior school who, though obliged to return to school, maintained a particularly poor attendance pattern which impacted adversely on the school’s overall rate of attendance. As a consequence there was only a flat pattern of attendance from 2010 to 2011. Continued initiatives to address this are addressed earlier in this report.

Target 2

Improve year 9 spelling outcomes in NAPLAN by 15%

Our achievements included:
15.5% improvement in the lowest band 5
12% improvement in the lower band 6
4% improvement in the upper band 9
16% improvement in the top band 10

Although these numbers represent a modest overall improvement of 11%, they are statistically significant for us.

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 2011 our school carried out evaluations of:

Educational and management practice

Community of Schools Links

Background

Bulli High School has had strong links with all local primary “feeder” schools for the past five years. These were strengthened three years ago with the formal establishment of the Seacliff Community of Schools Network. The aims of this network are to provide improved transition outcomes for students from year 6 to year 7, improved curriculum and cultural links and greater familiarity between all schools. Following the completion of the first three year plan at the end of 2011, discussions and evaluation took place to complete the new Seacliff Community of Schools Plan for 2012 to 2014.

Findings and conclusions

Activities over the past three years have been very positively evaluated and will carry forward into the next plan. These include cultural links such as music, public speaking, debating and chess as well as shared professional learning, student leadership and curriculum development. More structured curriculum development is anticipated for the future.

Future directions

As well as increased opportunities for shared curriculum development, the new management plan reflects the need for improved implementation strategies including the employment of a co-ordinating officer to be employed by the Community of Schools group to reduce the burden on Principals from managing cross-school events.
Curriculum

Senior Curriculum Offerings

Background

The increase in compulsory leaving age from 15 to 17 in the previous year impacted on a small but significant number of students who had previously determined to leave school at the earlier age. Like most schools, Bulli High School sought to address the needs of these students in 2010. The most obvious opportunity to do this was in the nature of the courses that these students were studying. Following consideration of the problem at the school executive development conference, a group of head teachers was convened to evaluate possible course options that would be suitable to introduce.

Findings and conclusions

Following interviews with students and parents, visits to other schools and further discussion among staff, the school created Work Studies and English Studies classes for the first time and agreed upon a subject line arrangement of senior courses to better suit this part of the senior cohort.

Future directions

Following successful introduction of these changes, they will be retained in 2012.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

The school will aim to achieve a qualitative improvement in academic performance of students in the top numeracy and literacy bands in year 7 similar to the continuing rise in “top end” performance in the HSC.

2012 Targets to achieve this outcome include:
- External exam targets for this initiative are difficult to assess as NAPLAN occurs too early in the school year to determine value added properties of the initiatives. They would not appear in substance until year 9 NAPLAN results in 2014.
- 15% improvement in class outcomes and grades on internal end of year reports as measured against previous cohort.

Strategies to achieve these targets include:
- Formal meetings between all teachers of this cohort to develop appropriate teaching strategies
- Co-ordination of all these activities by Mr Kelly, the year 7 adviser
- Professional Learning activities including this goal as a primary focus of the Executive Development weekend.

School priority 2

Outcome for 2012–2014

The school will increase overall attendance to achieve parity with State average attendance outcomes.

2012 Target to achieve this outcome:
- .5% improvement in overall attendance over each of the next two years of school

Strategies to achieve these targets include:
- Continuation of current monitoring strategies
- Identification of Students at Risk due to poor attendance
- Improved monitoring of senior curriculum to provide maximum engagement for potential school leavers.

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.
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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: http://www.schoo